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ABSTRACT

This student book represents Level 7 in an eight-level supplemental reading series designed to help students learn and practice a variety of reading comprehension strategies. The number of the book corresponds to the approximate grade-equivalent reading level. This book has 20 lessons focusing on these areas: vocabulary, reading strategies, topic and main idea, sequence, cause and effect, classification, comparison and contrast, outcomes, conclusions, inferences, generalizations, facts and opinions, and evaluating. Each lesson focuses on one strategy and is organized in four parts, which are "This Is the Idea," Take a Closer Look," "Try It," and "Use It." "This Is the Idea" demonstrates how the strategy works. "Take a Closer Look" shows students how to use the strategy. Questions that include hints and other aids are designed to allow students to experience success. "Try It" helps students use the strategy more independently. "Use It" lets students use the strategy on their own. Each lesson part is built around a reading of a type that adults encounter every day, including workplace memos; rules and directions; how-to tips; news and sports reports; charts and graphs; editorials, opinion columns, and letters to the editor; ads; tables of contents; and texts in history, science, nature, and language. The readings are individually formatted to resemble real-world documents. An answer key in the back of the student book allows students to check their own work. The strategies move from simpler to more complex as students work through a book. The same strategies are covered at different levels, most of them in all eight books. (YLB)

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Reading Wise

Comprehension Strategies That Work

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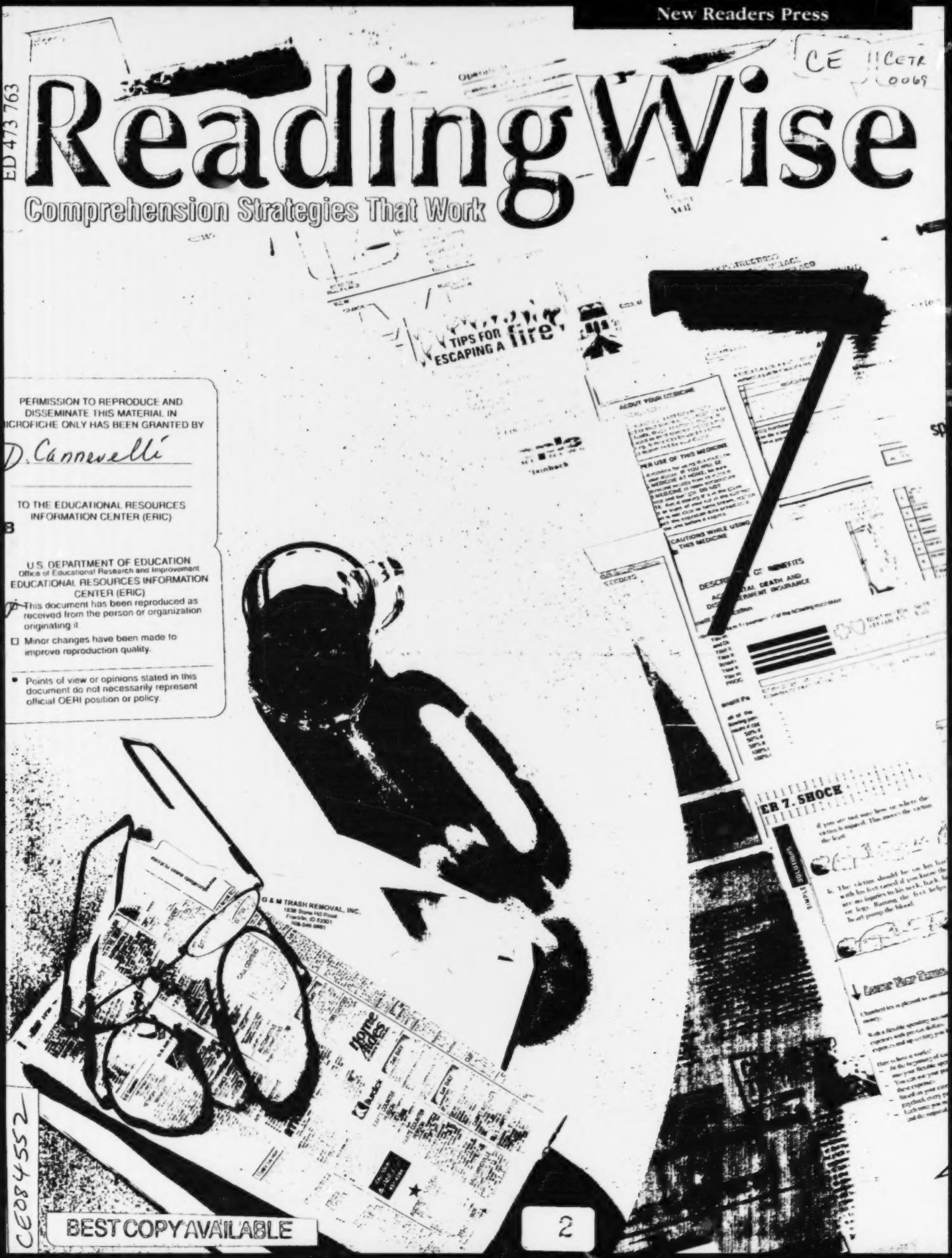

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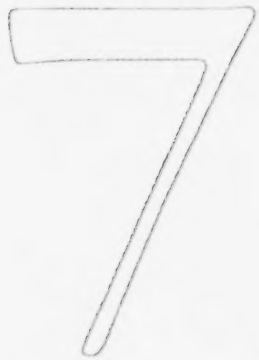
ReadingWise

Comprehension Strategies That Work



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To the Student

◇ *Introduction*

Welcome to *ReadingWise 7*. This book will help you understand and remember more of what you read.

Good readers think when they read. This book is about the thinking skills they use.

Life has already taught you a wide range of thinking skills. This book will show you how to use them for reading.

ReadingWise 7 has 20 lessons. Each lesson builds one skill and has four parts:

- This Is the Idea tells what skill you will learn.
- Take a Closer Look shows how to use the skill.
- Try It helps you use the skill.
- Use It lets you use the skill on your own.

Adults need to read many things every day. This book includes

- workplace memos
- rules and directions
- how-to tips
- news and sports reports
- charts and graphs
- editorials, opinion columns, and letters to the editor
- ads
- tables of contents
- texts in history, science, nature, and language
- and other things

As you read these things, *ReadingWise* helps you practice thinking skills. And these skills help you become a better reader.

Lesson 1

Using Clues to Meaning

◇ *Using Context Clues*

A writer may define a word in the text or use a synonym to explain it. Other clues in the text, combined with what you know, may help you guess what a word means. These are all *context clues*, or hints that help you figure out a word's meaning.

This Is the Idea

Read this part of a science article and decide what the words in blue ink mean.

The Hybrid Car

Gardeners may cross-breed two different kinds of flower to get a **hybrid**, an offspring that has the best features of its parents. Ranchers cross-breed horses and donkeys to get a **mule**, a **hybrid** animal that may be stubborn but is very strong. Now car makers are "cross-breeding" two kinds of cars to get something they call a **hybrid** car.

This **hybrid** combines features of cars powered by gasoline and cars powered by electricity. It actually has two **means of propulsion**: a gas engine and an electric motor. The gas engine is powered by gas, of course, and the electric motor gets its power from batteries.

The **hybrid** car doesn't have to be plugged in to charge its batteries, because the gas engine turns a **generator** to make electricity to keep them charged.

Judging from context clues, what is a hybrid?

an offspring of two different kinds of parents that has features of both

If you look for context clues, you will see that the writer explains *hybrid* right after it is used for the first time.

Judging from context clues, what is a mule?

a stubborn, strong hybrid animal that has features of both a horse and a donkey

Notice that the writer describes a mule and explains which animals are cross-bred to produce a mule.

Judging from context clues, what is a means of propulsion?

something, such as an engine or motor, that powers a car

Notice that the writer says the engine and the motor are means of propulsion.

Judging from context clues, what is a generator?

a device that makes electricity when it is turned

Notice the writer describes what the generator does when the engine turns it.

Take a Closer Look

Read this part of a history text and look for context clues in it.

Migrations of People in the Past

When conditions become intolerable—so bad that people can't put up with them—they may set off great movements of people from one area to another.

One such migration began in Ireland in the 19th century. The potato crop failed repeatedly, bringing on a famine. With food scarce and hunger widespread, about a million people died. As a result, more than a million people left Ireland. Many went to America, where they hoped to find more favorable conditions.

In the 1930s, a long drought struck part of the Great Plains in the United States. Large portions of Kansas, Oklahoma, and Texas turned into a "dust bowl" where the dry soil blew away in the wind. Thousands of farming families were ruined. Many of them decided to abandon the area and search for a better place to live.

In addition to famine and drought, war is one of the intolerable conditions that has prompted human migrations.

Look for context clues such as these:

- A din is a racket or uproar.
- din, which is a racket or uproar
- a din, or uproar,
- a din, a racket,
- the din—the racket—
- The ringing phone, loud music, and banging pipes created a terrible din.

Write your answers. ***Hint:*** Pay attention to the words in blue ink as you look for context clues.

1. Judging from context clues, what are intolerable conditions?

   _____

2. Judging from context clues, what is a migration?

   _____

3. Judging from context clues, what is a famine?

   _____

4. Judging from context clues, what is a drought?

   _____

5. Judging from context clues, what does *abandon* mean?

   _____

6. Judging from context clues, what does *prompted* mean?

   _____

Try It

Read this part of a business text and look for context clues in it.

The Cost of Goods

A *retail business* sells *goods* to consumers. The goods may be slices of pizza baked on the spot or pocketbooks imported from South America.

If you run your own retail business, you must keep track of the *cost of goods*. If you buy the goods you sell, such as pocketbooks, the cost of goods is what you paid for them. If you make your goods, like pizza, then the cost of goods is also called the *direct costs of production*. To figure those costs, add up all the costs of things that go directly into making pizza: the ingredients—flour, cheese, and so on—and the wages you pay the chef.

Businesses also have *indirect costs*. These are the costs that do not go toward making or buying goods. For example, advertising is an indirect cost. If you stopped buying advertising, you could still have goods to sell. Indirect costs are not included in the cost of goods.

Write your answers on separate paper.

1. Judging from context clues, what is a retail business?
2. Judging from context clues, what are goods?
3. Judging from context clues, what is the cost of goods?
4. Judging from context clues, what are the direct costs of production?
5. Judging from context clues, what are indirect costs?

Use It

Read these product descriptions from a catalog. Each description is missing one word. Look for context clues.

_____ Special
This _____ can do everything from chopping vegetables to slicing meat. The high-quality blade will make this the best _____ in your kitchen.

Professional Kitchen _____
This sturdy, well-constructed _____ is available at a very good price. The removable bowl can be used to weigh up to 5 pounds of food. A great _____ for dieters who want to measure portions precisely by weighing.

Based on context clues, what word is missing from the first description? From the second? Write your answers on separate paper.

Now find an ad or product description that contains a word you're not sure of. Can you find context clues that help you? Check your guess in a dictionary.

Lesson 2

Getting Ready to Read

◇ *Predicting Content; Setting a Purpose and Method*

This is the Idea

Look at this table of contents. Decide why and how you would read chapters in this book.

Before you start to read, skim the text to get an idea of what it's about. Look for titles, headings, and key words. Then think about *why* and *how* you will read.

CONTENTS

CHAPTER 1: The Earliest Experiments in Recording Sound .....
CHAPTER 2: Thomas Edison .....
CHAPTER 3: The Recording Industry Begins .....
CHAPTER 4: The First Pop Music Craze of the 1920s .....
CHAPTER 5: Recording Shifts from Mechanical to Electrical .....
CHAPTER 6: Movies Learn to Talk .....
CHAPTER 7: Stereophonic Sound .....
CHAPTER 8: Development of the Tape Cassette .....
CHAPTER 9: Music Goes Digital .....

What do you think this book is about? If you skim the chapter titles, key words can help you guess what the topic is. The key words in blue ink all have to do with recording sound. Then, if you notice that the chapters start with the earliest experiments and go up to the modern digital era, you can guess that the topic is the history of recording sound.

How would you read chapters in this book? That would depend on why you were reading. Sometimes you want to find just certain facts or to get a general idea, and you read quickly. At other times, you read slowly to understand information or ideas in depth.

Why would someone read Chapter 2 quickly first?

a. to learn all the details of Thomas Edison's life and work
b. to find out who Thomas Edison was

The second choice, b, is better. Someone could take a quick look at Chapter 2 to find out who Edison was and why he was important.

On the other hand, suppose someone already knew that Edison invented early ways to record sound. That person might read slowly and carefully to learn more about Edison and his inventions.

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Take a Closer Look

Why and how would you read this special issue of a magazine?

What to do

- Skim the text, using titles, headings, and key words to help you decide what the topic is.
- Think about why and how you will read.
- If you want to understand something in depth, read slowly.
- If you want to find certain facts or get a general idea, read quickly.
- If you want to help yourself remember, take notes.

It's Back-to-School Time

Summer is drawing to a close, and Labor Day is just around the corner. Soon our children will start a new school year. In this special issue of *Modern Parent* magazine, we bring you information and advice that will make the year spectacularly successful.

In This Issue

The First Day **12**
Tips for getting the youngest child ready for school

What Will I Wear? **16**
The debate over school clothes and uniforms

Starting Off on the Right Foot **20**
101 ways to improve your child's study habits

Is Your School Safe? **25**
A checklist for concerned parents

Write your answers.

1. Your child will be starting kindergarten this year. Which article will help you make it easier for the child?

   _____

2. Your 13-year-old has been pestering you for expensive shoes by saying, "All my friends have them." You don't want to buy these shoes. Which article may help you explain why to your child?

   _____

3. Your child did poorly in school last year. Which article might help you help the child improve this year?

   _____

4. Why might you want to read the article "Is Your School Safe"?

   _____

5. Why might you want to take notes on "Starting Off on the Right Foot"?

   _____

6. Which article would interest you the most? How would you read it?

   _____

Try It

Decide why and how you would read parts of this news report.

Blizzard on Its Way

NORTHEAST CITY — Forecasters are predicting heavy snows, possibly lasting several days. Snowfall may begin as early as this evening.

Warning to Elderly
Health officials have issued a warning to senior citizens, urging them not to shovel snow. "Shoveling snow is hard work," said the director of the city hospital. "It's really heavy labor, and not the sort of thing that senior citizens should do."

School Closing Notification
City school officials said that school closings will be broadcast on WNEC, the city-owned public radio station, and on most other stations as well. Parents are urged not to call the schools, but to listen to the radio instead.

Parking Restrictions
Snow emergency restrictions will go into effect as soon as the snowfall reaches 4 inches. There will be no park-

Write your answers on separate paper.

1. You skim the headings and decide to read "Parking Restrictions" right away. What is one reason you might do that?
2. You have children in the city schools. Which section might be most important to you?
3. Why might someone be interested in reading "Warning to Elderly"?

Use It

Read this index of stories from the front page of a daily newspaper. Predict what each story might be about.

In the News

Brush fires burn throughout the state A5
Senators prepare to debate budget A3
Baseball: National League games at a glance C4
Award-winning musical opens to sell-out crowd D6
Interest rates expected to remain low B1

If you were going to make weekend plans, which stories might help you? Why? Write your answers on separate paper.

Now look at the front-page index of a newspaper. Read the story topics and choose one you think will contain information that's important to you. Predict what the story will be about. Then read or skim the story to find that information.

Lesson 3

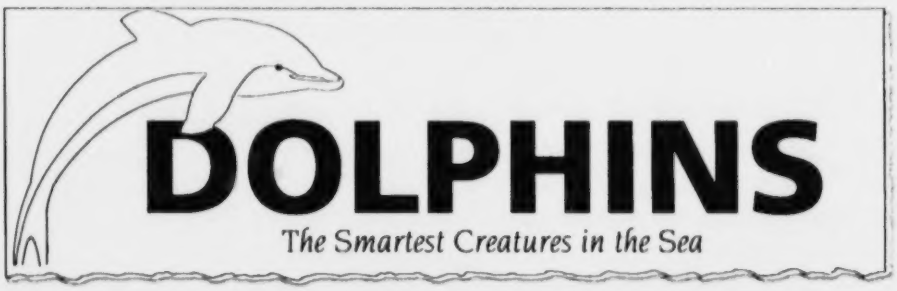
Thinking as You Read

◇ *Questioning the Text; Monitoring Comprehension*

Asking questions about the text helps you understand what you read. Asking questions helps you identify the most important parts of the text. You can use a chart to check your understanding as you read.

This Is the Idea

Read the cover of this book and decide what it will be about.



From the title, subtitle, and picture, it's clear that the book is about dolphins and that dolphins are sea creatures. You may know quite a bit about dolphins, or you may know very little about them.

Before you begin to read, you can think of questions that you will ask as you read. For example, you might ask, "What are dolphins? Why does the writer call them 'the smartest creatures in the sea'?"

You can also make a chart like the one below.

If you already know that dolphins are mammals, not fish, you would put that in the first column.

If you want to know why the writer calls them "the smartest creatures in the sea," you would write that in the second column.

You would use the third column to take notes as you read the book.

What I Know	What I Want to Know	What I Learned
Dolphins are mammals, not fish.	Why does the writer call them "the smartest creatures in the sea"?	

Take a Closer Look

First, use the title and picture to decide what the text below will be about.

1. Now think about what you know about the topic. Write notes in the first column at the bottom of the page.
2. Think about what you want to know, asking yourself the questions listed on the right. Jot notes in the second column.
3. Now read the text, and add notes about what you learn to the third column.

Ask

- Who?
- What?
- When?
- Where?
- How?
- Why?

A Disagreement: Who Invented the Ice Cream Cone?

Ice cream was a popular treat in the U.S. by the end of the 19th century. And by early in the 20th century, people were serving ice cream in edible cones. But even today, people can't agree who made the first ice cream cone.

One story says the cone was invented at the 1904 World's Fair in St. Louis, Missouri. At the fair, so the story goes, two snack vendors had carts side by side. One was selling ice cream, and the other, Ernest A. Hamwi, was selling thin waffles. When the ice cream seller ran out of cups, Hamwi rolled waffles into cones to serve as a substitute.

But New York City also claims to be the birthplace of the ice cream cone. This story says that an Italian immigrant named Italo Marchiony sold ice cream from a cart in the Wall Street area. At first, he sold it in glass cups, but soon he invented a cup molded out of cake. The story ends by saying that Marchiony patented his invention in 1903, the year before the St. Louis World's Fair.

Records of patents can be found on the Internet. The U.S. Patent Office web site doesn't have an easy answer to the great ice cream cone debate, however. There seems to be no record of a patent granted to Italo Marchiony—in 1903 or any other year—for an ice cream cup made of cake. An improved ice cream cone was patented by a Frank G. Renaud in 1912, but Renaud didn't claim to be the original inventor. Ernest A. Hamwi of St. Louis, Missouri, did patent a machine for making ice cream cones, but his patent wasn't granted until 1920.

What I Know	What I Want to Know	What I Learned

Try It

Make a chart on separate paper. Complete it before and during your reading of this language text.

What Do You Call That Big Sandwich?

An Example of Growth and Change in Language

The English language grows and changes as people add words from other languages, give new meanings to words that are already part of the language, or make up entirely new words. For examples of all these kinds of language change, let's look at a sandwich. Depending on where you live, you may call this long sandwich a bomber, grinder, hoagie, hero, Italian sandwich, poor boy (or po' boy), submarine (or sub), torpedo, or wedge.

No one knows when the first of these sandwiches was made, who made it, where it was made, or who first used any of the names for it. However, we can guess where some of the names came from. The names *torpedo* and *submarine* show the process of giving new meanings to words that already exist. The sandwich looks like a torpedo or submarine, so the words seemed good descriptive names for it.

Other names are more obscure. Some people say that *hero* came from the idea that the sandwich was so big that only a hero could eat one. Others say that it came from the name of a Greek sandwich, the gyro. That word is pronounced something like "yee-ro" in Greek.

Use It

Read the title of this article from a community newsletter. On separate paper, write questions you will ask as you read. Then read the article.

Summer Aquatics Program Opens

The summer aquatics program opens this weekend at all three public pools. The program includes swim lessons, lap swimming, and swim leagues. The Vista Terrace pool can be reserved for private parties.

Call the Parks Department for information and program schedules.

Did you find the answers to your questions? Write what you learned next to the questions that you were able to answer.

Now find a newspaper article on a topic that interests you. Think about what you already know about the topic. Based on the title, think of questions you have about the topic. After you read the article, think about what you learned.

Lesson 4

Reflecting After You Read

◇ *Summarizing and Paraphrasing*

This Is the Idea

As you read this travel article, think about how you might summarize the ideas in it. Think about how you might put the ideas in other words.

As you read, pause now and then to summarize what you have read. Summarizing ideas helps you recall what you've read. Also, think of ways you could put what the writer says into your own words. Putting ideas in your own words helps you understand and recall them.

AMERICA'S ATTIC

Millions of people visit the Smithsonian Institution each year. Many arrive expecting to see one huge building. They are surprised to learn that the Smithsonian is housed in many buildings in many places. It includes more than a dozen museums and the National Zoo.

The Institution was named for James Smithson. He was an English scientist. He never went to the United States, yet he left his fortune to the U.S. He wanted it used to fund an establishment that would carry his name. Its purpose was to increase and spread knowledge.

You can see some famous objects in the Smithsonian. For example, you can see the flag that flew over Fort McHenry in 1814. This is the flag that inspired "The Star-Spangled Banner." You can also see spacecraft, famous jewels, fossils, and works of art.

No visitor can see everything. There are more than 140 million items in "America's attic." Only a fraction of the collection is ever on view. For this reason, some people visit again and again. They see new things each time.

Which sentence would you use to summarize the first paragraph?

a. Most people who visit the Smithsonian think it's one huge building.
b. Every year, millions of people visit the Smithsonian, which includes many museums and a zoo.

The second sentence, b, is the better choice, because it includes all the important details in the paragraph.

Which sentence puts the main idea of the last paragraph into other words?

a. Visitors may go often because there's too much to see in one visit.
b. Some people call the Smithsonian "America's attic."

Sentence a is the better choice. It phrases the main idea differently.

Take a Closer Look

Read this health advice and think about how you might summarize it. Think about how you might put it into other words.

To summarize a passage

- Decide which parts are most important.
- Put the most important parts into a few words.
- Don't include details that aren't important.

To put a passage in other words

- Think about what the passage means.
- Look away from the text and imagine telling someone what it says.

Recognizing a Good Dentist

How can you tell if a dentist is competent or one you should avoid? Most good dentists follow certain basic procedures. You should pay attention to what your dentist does during your next appointment.

The Exam: The dentist should examine you carefully each time you have a checkup. Most dentists will check your neck and jaw as well as the inside of your mouth. Inside your mouth, the dentist should look at your tongue and cheeks, as well as your teeth. Many diseases, including cancer, are found this way.

A dentist should examine your gums as well as your teeth. Many will use a small probe to check for pockets in the gums, which can lead to tooth loss if not treated. The dentist will also check your teeth for cracked fillings and cavities.

After the Exam: After the exam, a good dentist will discuss any treatment you might need. You should receive a treatment plan. This plan includes what work needs to be done and its costs. It should explain how long the treatment might take and what choices you have. **If the treatment is long or expensive, get a second opinion. Also get a second opinion if the dentist wants to remove any teeth.** A good dentist will not object to a second opinion.

Circle your answers.

1. Which is the better summary of "The Exam"? ***Hint:*** Make sure that all the important parts are included.
   a. You may not realize it, but a dental exam might reveal a disease, such as cancer.
   b. A good dentist will examine many things besides just teeth, including your neck, jaw, tongue, cheeks, and gums.
2. Which response puts the sentences in blue ink into other words? ***Hint:*** Look for a statement that means the same thing but uses different words.
   a. If the dentist wants to remove teeth or if the treatment is long or expensive, get a second opinion.
   b. If the work is going to cost a lot or take a lot of time, or if the dentist wants to pull a tooth, ask another dentist if the work makes sense.

Try It

As you read the following communications text, think about the main ideas. Think about how you would sum them up or put them in other words.

Communication at Sea

Before two-way radios, people on ships could not share complex ideas, but they could send vital information back and forth.

Many ships used bells, guns, horns, or whistles that alerted other ships to their presence. Ships also carried signal lamps that used flame and, later, electric power. Both sounds and lights often used patterns of long and short signals.

Flag signals were also used and sometimes still are. Most ships use one of two main systems. The semaphore system uses flags held in different positions. The flags are bright red and yellow squares divided in half diagonally. Each letter matches a certain flag position. For example, to signal the letter *r*, a person holds out two flags, one on either side, at shoulder height.

The second major flag system uses a variety of flags. A flag may have stripes, checks, diamonds, or other shapes. The flags also have different colors. Each flag can stand for a letter, or it can stand for a simple message. For example, one flag shows that a doctor is on board, and another signals that a diver is in the water.

Write your answers on separate paper.

1. Write a summary of the first paragraph of this article.
2. Choose a paragraph from this article and write it in other words.

Use It

Read this part of a workplace memo. Think about how you would put the information in your own words.

We have had a number of problems with Brand X Dental Insurance. We felt it was in our best interest to search for a new dental plan. Keynotes Dental offers a plan that meets our needs at a better price.

The new plan offers the same coverage as our current plan. There is a $25 deductible per calendar year (same as Brand X). The company will contribute 50 percent of the premium. The new plan takes effect July 30.

Suppose a co-worker calls you to ask about the dental plan. How would you sum up the key points? Write your answer on separate paper.

Now find a letter or memo that contains important information. You can use something from home, work, or school. How would you explain the key points to someone else?

Lesson 5

Using the Writer's Point

◇ *Using the Topic and Main Idea*

Many pieces of writing are about a single topic. The main idea is the main point that the writer makes about the topic. Sometimes the writer states the topic and main idea directly, but at other times you have to figure them out yourself. Keep the topic and main idea in mind as you read. Use them to check your understanding and to help you remember what you have read.

This Is the Idea

As you read this section of an advice column, look for the topic and main ideas, and think about the points that the writer makes.

Selling Your Car

You have decided to buy a newer car, but **first you need to sell your old one.** You could trade it in, but **you will likely get more money if you sell it yourself.**

Don't just stick a classified ad in the paper and expect a good price, however. With a little more effort, the whole process can be more profitable. **Selling** a used car can go smoothly if you show the car at its best, set a realistic price, and let people know about it.

The first thing you should do is clean the car thoroughly, inside and out. Make minor repairs, such as replacing light bulbs, but don't invest a great deal of money.

Next, find out what your car is really worth. Look at ads in local papers, price guides in a library, and similar cars that are for sale. Make sure that the cars you use as comparisons have similar mileage and features and are in similar condition.

Which of these choices is the topic of the advice column?

a. finding what your car is worth
b. selling your old car

The topic of the entire column is b; a is the topic of only the last paragraph.

Which of these sentences states the main idea of the first paragraph?

a. You will likely get more money if you sell your old car yourself.
b. You may decide to get a newer car.

Choice a is better because it states the the writer's ideas about selling a used car.

Based on the main idea of the last paragraph, which makes more sense?

a. A car's mileage, features, and condition will affect its price.
b. Cars of the same make are generally worth the same amount.

Choice a is better because it follows from the writer's last sentence.

Take a Closer Look

Read this part of a history text. Think about the topic, the main ideas, and how you could use the writer's point.

The Monument to a Pest

In 1919, the people of Enterprise, Alabama, held a ceremony. They dedicated a **monument** to a pest, the boll weevil. A full-size copy of the large **statue** still stands in the middle of a downtown square. It shows a gowned woman holding up a giant insect, a boll weevil. The **statue** marks a turning point in the city's history.

The boll weevil feeds on cotton plants, and once Enterprise had depended on growing cotton. Then, in 1909, the boll weevil arrived. By 1915, it had destroyed more than half of the cotton crop. Farmers were frightened. They knew that this pest could ruin them completely.

But some farmers were convinced to try planting peanuts and other crops. Within two years, the area around Enterprise produced more peanuts than any other U.S. county. The local economy was saved.

In 1998, the original **statue** was moved to a museum in Enterprise to protect it from vandals. But a sturdier copy now stands in the original square. Today, many tourists visit the museum and the square to see the **monument**. Some find it strange to celebrate a pest. However, this **statue** isn't really about the boll weevil. It really honors the farmers who faced trouble and overcame it.

To figure out the topic, use

- titles and pictures
- headlines and headings
- repeated words on one topic

To figure out the main idea

- Look for general statements about the topic, especially in the first or last sentence of a paragraph.
- If the writer doesn't make a general statement, decide what the writer wants to say about the topic and turn it into a general statement yourself.

To use the writer's point

- Think about other ideas that the writer's point suggests.

Circle your answers.

1. Which of these is the topic of the article? ***Hint:*** Look for repeated words.
   a. the frightened farmers
   b. the boll weevil monument
2. Which of these tells the main idea of the first paragraph? ***Hint:*** Think about what the writer wants to say about the topic.
   a. Enterprise has a large monument dedicated to a pest.
   b. Enterprise has a statue of a woman in its downtown area.
3. Based on the writer's point in this text, which makes more sense?
   a. The farmers had no reason to be scared, but they panicked.
   b. More farmers would have been ruined if they had not switched crops.

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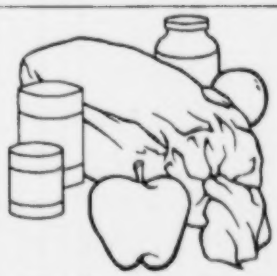
Try It

As you read the following brochure from a food pantry, think about the topic and main ideas.



The Food Stamp Program

The Food Stamp Program helps low-income families meet their food needs. This program can help you feed your family if your income is limited.

Millions of people use this program yearly to buy bread, meat, fruit, and other food. More than three-quarters of the Food Stamp benefits go to households with children. Almost a quarter go to homes with an elderly or disabled person.

Some people wrongly believe that they don't qualify for Food Stamps. Perhaps they own a house or a car. These resources do not automatically keep you out of the program. You may still qualify if you meet certain guidelines.

If you qualify, your benefits will depend on your income and the size of your family. Some people receive coupons to use in certain food stores. Other families get debit cards, which they can use like credit cards.

Call your local Food Stamp office to learn more.

Write your answers on separate paper.

1. Choose a paragraph from this brochure and write its main idea.
2. Based on the writer's points, how could a reader find out if a family qualifies for this program?

Use It

Read these income tax instructions. Think about the writer's point.

The Earned Income Tax Credit is a federal income tax credit for low-income working people and families. Income and family size determine the amount of the credit. To qualify, earned income for the year must be less than $28,281 for a taxpayer with one child, $32,121 for a taxpayer with more than one child, and $10,710 for a taxpayer with no children.

What point is the writer making in these instructions? How would the writer's point help you decide if you qualify for this tax credit? Write your answer on separate paper.

Now think of other instructions you need to read at work or at home. What is the writer's point in those instructions? How does the writer's point help you decide how the instructions apply to you?

Lesson 6

Using Important Details

◇ *Understanding the Significance of Details*

This Is the Idea

As you read this letter to parents, look for details that would be useful to parents who want to enroll their children in a summer program.

To All Parents: Summer School and Summer Fun

Now's the time to enroll your child in summer classes, sports, and other activities. This year, we will be offering more activities for learning and playing than ever before.

You should consult with your child's teachers to decide what coursework might be best for your child during the summer. We will offer courses for extra help as well as advanced courses in many subject areas. Enrollment in advanced courses will require a teacher's approval.

To play in sports and go on outdoor adventures, such as canoe trips, a child must have a signed release form. Some programs require a physical exam by a doctor.

Don't forget that **signup day is Monday, June 15.**

Details are the little things in a piece of writing. The most important details are useful to you. Some details help you understand the main idea. Others help you see why things happen or how things are alike or different. Still other details help you decide what makes sense or fill gaps in what the writer has said. Details that do not help you are not as important, even if they are interesting.

For a parent whose child needs extra help in math, the details in blue ink would be most important. The other details would not be as important.

For a parent whose child wants to take an advanced course in science, this detail would be important: "Enrollment in advanced courses will require a teacher's approval."

For a parent whose child wants to participate in sports, these details would be important: "To play in sports and go on outdoor adventures, such as canoe trips, a child must have a signed release form. Some programs require a physical exam by a doctor."

This detail would be important to *all* parents whose children want to be in a summer program: "Signup day is Monday, June 15."

This detail may be interesting, but it's not as important for a parent who wants to enroll a child: "This year, we will be offering more activities for learning and playing than ever before."

Take a Closer Look

As you read this article about driving, think about why some details are more important than others.

As you read, ask these questions:

- Is this detail useful or is it just interesting?
- What makes this detail useful?
- Will this detail help me understand the main idea?
- Will it help me decide what makes sense or fill in other details that are missing?

There you are, driving along on a rainy day, driving carefully because you know that wet surfaces can be slippery, when a squirrel runs in front of your car. Startled, you hit the brakes hard, and your car goes into a skid.

What has happened to make your car lose its grip on the roadway? The answer is that your tires have stopped rolling through the water on the road and started surfing on it. At this point, the best thing you can do is take your foot off the brake and steer in a straight line as well as you can.

Let's back up and see how the sliding might have been avoided. First, when you're driving on a wet roadway, drive slowly. If drivers behind pressure you to go faster, pull over and let them go by. Second, train yourself to apply your brakes in a controlled manner. Another alternative is to buy a new car, because some new cars offer antilock braking systems. These systems apply the brakes in a series of short bursts so that the wheels don't lock up and begin to surf.

If you often drive in wet conditions, consider taking a professional driving course that includes training in controlling skids.

Write your answers.

1. What is one detail that would be useful to someone who was driving a car that began to skid?

   _____

   _____

2. What is one detail that would be useful to someone who wanted to understand what causes a car to skid?

   _____

   _____

3. What is one detail that would be useful to someone buying a new car?

   _____

   _____

Try It

Why are some details in this gardening brochure more important than others?

Grass or Ground Cover?

In most suburban neighborhoods, a green lawn, regularly mowed, is the norm. However, it may not be the best choice, at least for parts of the landscape.

Ground covers are low-growing plants that cover bare ground without needing the maintenance that a lawn requires. Popular types include juniper, vinca, and ivy. These plants do not need mowing, which makes them particularly good for areas where mowing is difficult, such as slopes.

These ground covers are not suited to areas where there is foot traffic, however. For instance, if you play sports in your yard, ground covers would not be a good choice.

Ground covers are more expensive than grass to put in, but over the years the savings in upkeep should make up the difference.

Write your answers on separate paper.

1. What is one detail that would be useful to someone who wanted to learn more about commonly used ground covers?
2. What is one detail that would be useful to someone who had children who enjoy playing soccer in the side yard?
3. The writer doesn't say why a lawn may not be the best choice, but the details help you decide. What is one reason?

Use It

Read this workplace memo. Look for useful details.

At XYZ Industries, our employees are our most valued resource. Therefore, the company will pay $100 toward an annual checkup for each employee. Go to any doctor on the attached list, and show your employee ID when you arrive. The doctor's office will deduct $100 from your bill and will give you a form confirming the checkup. Submit the form to Human Resources within a week.

We have offered this popular benefit for more than 10 years. It is an extra benefit and does *not* affect your health insurance.

Which details are most important for someone who wants to use this benefit? Write your answer on separate paper.

Now find a letter or memo that contains directions for doing something. You can use something from home, work, or school. Which details do you need to know? Which ones aren't so important, even if they are interesting?

Lesson 7

Using Time Order

◇ *Understanding Sequence*

Articles about news, travel, and history include events. Directions and explanations include steps. The steps and events are usually mentioned in order, but sometimes they are out of order. If they are out of order, you can often figure out the correct order. Watch for dates, times, and key words.

This Is the Idea

The steps in this science article are mentioned out of order. As you read, notice the key words and phrases that show the correct order.

Look Out Below!

You're driving through a heavy summer thunderstorm **when** suddenly—bang!—a hailstone falls from the sky. Another falls, and **then** another, and **then** a ball of ice as big as an egg leaves a nasty dent in your hood and sends you off in the direction of the nearest body shop.

Earlier, that hailstone—and your trip to the body shop—**started** with a tiny droplet of water.

High above you, in the thunderclouds, the air is much colder than on the ground. The cloud can hold frozen and liquid water at the same time. A droplet of water froze and became a tiny bit of ice. **As** that bit of ice drifted downward, a mist of water froze onto it, and it became a little larger. The grain of ice continued to grow **as** additional layers of mist froze around it. **When** it reached the bottom of the cloud, it was about the size of a pea. It might have fallen **then**, but an updraft (a wind blowing upward) pushed it back up.

Then it began to fall **again**, and mist froze around it **again**. As it fell, more layers of mist froze around it and enlarged it.

The hailstone went through this cycle of falling and rising **several times until** it reached egg size, too large and heavy for the updraft to support it.

The water droplet's freezing is actually the first event. But the writer mentions the hailstone hitting your car first.

The writer begins the story at its end to start with a bang and catch the attention of readers. Then the writer goes back to the beginning and explains the process that led to the bang.

Take a Closer Look

As you read the following explanation from a user's manual, think about why the order of events is important.

Scanning Your First Picture

1. Place the image you want to scan facedown on the scanner glass.
2. Launch the SuperScan software. The SuperScan window will appear on your screen.
3. The Image Adjustment panel lists three picture types: color photo, black-and-white photo, and line art. Click the type that best matches the image you want to scan.
4. Click the Preview button. SuperScan will quickly make a low-resolution scan and display it in the Preview window. This preview allows you to select exactly what part of the image to scan at high resolution.
5. Click the Frame tool. The cursor will change to a pair of crosshairs. Click and drag the cursor diagonally to form a rectangle that encloses the part of the image you want to scan. Release the mouse button.
6. If you want to adjust the rectangle, drag the handles in the corners.
7. When the rectangle is the size you want, click the Scan button. Scanning will begin immediately.
8. When the scan is complete, click the Save button. When the Save dialog box appears, choose a folder in which to save the scanned image.
9. Enter a filename for the image.
10. Click OK. The image will be saved.

What shows the order?

- the order in the text
- dates and times
- key words, such as *after, as, as soon as, at last, before, begin, earlier, finally, later, next, now, started, then, until, wait, when,* and *while*

Write your answers.

1. Why can't you start with step number 3?

   _____

   _____

2. Why is step 4 important to the steps that follow?

   _____

3. Why is it important to perform steps 5 and 6 before step 7?

   _____

4. Why is it important to complete step 10 before stopping?

   _____

Try It

As you read the following explanation from a popular magazine, think about the events. Notice that the writer didn't put them in order.

Spotlight on London: Going Underground

You descend to London's subway system (which Londoners call "the underground" or "the tube") for your first ride. You're pleased to find it clean, fast, and comfortable—but it wasn't always that way.

When London's first tube opened in 1863, it wasn't clean, it wasn't fast, and it wasn't comfortable. The engines burned coal, and they belched soot and fumes. Even so, the tube was so successful that more than nine million passengers rode it in its first year.

Planning for that first tube had begun back in 1843 when Charles Pearson suggested London's first subway system as part of a city-improvement plan. This was just after the opening of the Thames Tunnel. Parliament debated the plan for 10 years, but finally they approved construction of the first underground railway—just 3 3/4 miles long. Work didn't get underway until 1860.

To build that first line, workers dug up the streets. They built brick walls to line the trenches they'd made, and then they built a roof over each trench. Finally, they repaved the street on top. After 20 years of debate, planning, and building, Londoners had begun traveling underground.

On separate paper, write the events circled in blue ink in their correct order.

Use It

Read this memo from the payroll department. Think about the order in which the actions need to be done.

MEMO

Time sheets must be received by the payroll office no later than 5 P.M. on Tuesday. Be sure to print your name, Social Security number, and department number at the top. Fill in the hours that you worked. Then total all columns. Sign your time sheet before you turn it in. You can pick up blank time sheets at the front desk.

Put the actions in a sequence that tells the order in which they should be done. What clues help you decide on the correct sequence? On separate paper, list the actions in order.

Now read a set of directions that you use at work or at home. Are the steps written in the correct order? Identify clues that tell you what the order should be.

Lesson 8

Using Reasons

◇ *Understanding Cause and Effect*

This Is the Idea

As you read this business text, look for causes and effects.

Look for causes and effects when you read. To find a cause, ask "Why did this happen?" To find an effect, ask, "What is the result of what happened?" Look for clues such as words, patterns, and pictures. Use causes and effects to check your understanding, to help you summarize, to predict outcomes, and to make general statements about the text.

Making a Team Work

The time will come when you need a number of people pulling as one to get a job done as a team. It may be at work, at home, on a playing field, or in a volunteer effort.

To be a successful team leader, first make sure that everyone understands the team's goal and how you plan to achieve it. **Otherwise,** some people may pull hard but not quite in the right direction.

In addition, be sure that all the members know their own roles as well as when they should help out other team members. Be sure that the success of the project is everyone's first goal. If people are thinking of their own success or status, their choices may benefit themselves rather than the team or the project.

This reading explains some factors that will help bring about good teamwork. Notice that several key words show cause-and-effect relationships.

As you read, you might ask yourself, "Why is it important for everyone to understand the team's goal and how you plan to achieve it?" The answer, according to the text, is that if people do not understand, then they may not be working toward the goal.

When you consider the causes and effects in the last paragraph, you might ask two questions. One is a negative question: "What may result if people are thinking of their own success or status?" The answer is, "They may make choices that benefit themselves rather than the team or the project." The second question is a positive one: "What will result if the success of the project is everyone's first goal?" The answer is that they will be likely to help out other team members and will make choices that benefit the team effort.

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Take a Closer Look

As you read this health advice, look for causes and effects.

Look for

- *because* or *since:* An effect happens because a cause happens.
- *if . . . then:* If a cause happens, then an effect happens.
- *so:* A cause happens, so an effect happens.
- *as a result:* An effect happens as a result of a cause.

Ask yourself

- Why did that happen? What caused it?
- What is the result of that?

Give Your Back a Break

Many people suffer from lower-back pain that could have been avoided if they had followed a few simple rules.

The first rule: Don't try to lift something too heavy for you. If you have several heavy cartons to move, don't try to carry two at a time. Carrying one at a time can help keep the weight within your safety zone.

Don't lean over a heavy carton and then lift. Lifting in that position puts the greatest strain on your back. (Try standing in that position without lifting anything. Place one hand on your lower back, and you'll feel the strain on the muscles there.) Instead, stand beside the carton and squat, then grab the carton and raise yourself with your legs. Use your leg muscles instead of your back muscles to do most of the work.

Hold the carton close to you. If you hold it out from your body, your back muscles have to work harder to help you keep your balance.

Write your answers.

1. What will result from carrying one carton at a time?

   _____

2. Why shouldn't you lean over a carton and then lift?

   _____

3. How could you rewrite the sentences in blue ink by using the words *if* and *then?*

   _____

   _____

   _____

4. Your back muscles work harder to keep your balance if . . .

   _____

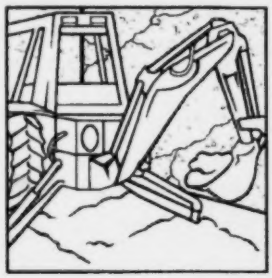
5. What reason does the writer probably have for suggesting that you use your leg muscles instead of your back muscles to do most of the work?

   _____

Try It

As you read this news report, look for causes and effects.

Leak Causes Museum Closing



NORTH CITY — The North City Museum will be closed for at least a year so that necessary repairs to its foundation can be made, Mayor Falco announced today.

At a morning press conference, the mayor used charts and construction drawings to show what must be done. "What we now know," said the mayor, "is that a leak in a water main below the museum's foundation has been weakening it for years."

According to the mayor, water leaking slowly from the cracked main washed earth away from a large area beneath the foundation, causing it to settle, sag, and crack. Because this process took place gradually, it was not noticed for many years. As a result, by the time the damage was noticed it had become quite extensive.

"Item number one on our agenda is to repair the leak," said the mayor. "That will put a stop to the process that has weakened the foundation."

Write your answers on separate paper.

1. What caused the museum's foundation to settle, sag, and crack?
2. Why was the trouble not noticed for many years?
3. Why will workers fix the leak before repairing the building?
4. What has caused the closing of the museum?

Use It

Read this excerpt from a brochure on nutritional guidelines for senior citizens. Look for causes and effects.

Because your sense of thirst can decrease with age, if you are 70 or older you should drink at least two quarts of fluid each day. Water, juice, and milk are recommended. Without adequate fluids, your body may become dehydrated. Dehydration can lead to constipation and a decrease in kidney function. Alcohol and caffeine should be avoided as they can cause dehydration.

What general advice does this paragraph give to seniors? Why is that advice important? How would you put the reasons in the article into your own words? What health problems can result if seniors don't follow this advice? Write your answers on separate paper.

Now find a newspaper or magazine article on health or nutrition. As you read, look for causes and effects. Use them to identify advice that the article is giving.

Lesson 9

Using Groups

◇ *Understanding Classification*

Classifying is putting things in groups. Writers usually have reasons for making groups. As you read, notice groups and think about the writer's reasons for making them. Notice how the things in a group are alike. Think about other things that might fit in the group. Think about how the groups help you understand the main idea or get the general sense of the writing.

This Is the Idea

As you read this part of an employee manual, notice how expenses are grouped.

Expenses

When you travel for the company, you may have out-of-pocket expenses. We will reimburse you--pay you back--for certain expenses, but not for others.

We will repay you for these expenses:

- meals eaten while you are out of town on business
- travel expenses while you are out of town
- lodging expenses if you must be out of town overnight
- long-distance business calls from out of town

We will not repay you for these expenses:

- meals eaten within 20 miles of the office
- costs of commuting to and from the office
- personal calls of any kind
- lodging expenses if an overnight stay is a personal choice

The writer puts expenses in two groups: those that the company will repay, and those that the company will not.

The writer uses these groups to make clear which expenses will be repaid and which will not.

Thinking about how the things in the two groups are alike, you may notice these two things:

- The company will repay business travel expenses.
- The company won't repay personal expenses.

Thinking about other things that might fit in each group, you might decide that this expense would probably be repaid: a car rental while you are out of town on business.

You might decide that this expense would not be repaid: gifts you buy for your children while you're out of town on business.

You might say that, in general, you will have to show that an expense was for business if you want to be repaid.

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Take a Closer Look

As you read this part of a flyer, notice how memberships are grouped.

As you read, ask yourself

- Why did the writer put things in groups?
- How are the groups related to the main idea?
- Can I make a general statement about the groups?

Downtown Fitness Club Membership

We offer four different membership types, so one is sure to be just right for you. Here they are, arranged by cost, from most to least expensive.

Platinum:	Gold:	Silver:	Bronze:
Full use of the pool, fitness center, running track, and exercise classes. Seven days a week, 6 AM to 10 PM. Free fitness evaluation. Twelve free guest passes.	Full use of the fitness center, running track, and exercise classes. Seven days a week, 6 AM to 10 PM. Free fitness evaluation. Six free guest passes.	Full use of the pool, running track, and exercise classes. Seven days a week, 6 AM to 10 PM. Free fitness evaluation. Six free guest passes.	Use of the pool, fitness center, running track, and exercise classes. Monday through Friday, 6 AM to 3 PM. Free fitness evaluation.

In addition, we offer student versions of each membership type at half price. Students age 13 to 18 with a valid student ID card can become members at the student rate.

Write your answers.

1. Which membership types would suit a person who wanted to exercise on weekends?

   _____

2. Which type would offer the best value for someone who likes to swim in the evenings after work?

   _____

3. Which type would offer the best value for someone who likes to take an exercise class every weekday morning?

   _____

4. In what ways are all four types alike?

   _____

   _____

   _____

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Try It

As you read this history text, think about why states are put in a group.

The Plains States

In the center of North America, the Great Plains is a huge plateau, an area of mostly flat land raised above the land around it. Parts of 10 states lie within the Great Plains: Montana, Wyoming, Colorado, New Mexico, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, and Texas. Several Canadian provinces and portions of the Northwest Territories also lie partly within the Great Plains.

The Plains States share some common concerns about the environment. For instance, one problem comes from non-native plants, which threaten to choke out native grasses. Water is a concern, too.

The Plains States also share, at least in part, a history. It begins with the bison that once roamed in numbers as great as 50 million, and with the Native American tribes that lived there.

Write your answers on separate paper.

1. What is one thing that the Plains States have in common?
2. What is one thing that you can say about the land in South Dakota?
3. Would it make sense for North Dakota, South Dakota, Nebraska, and Kansas to discuss their future water needs together? Why?
4. What are three states where bison once ranged?

Use It

Read these news headlines. Think about the topics of the stories. Based on those topics, how could you put the headlines into groups?

Certain Foods May Reduce Cancer Risk
FBI Warns of Possible Terror Attacks
High School Football Coach Retires
School Board to Meet Next Week
Stress Can Worsen Asthma
World Leaders Plan Summit Meeting

Create groups for these headlines. On separate paper, write each headline under its group. Based on the groups, predict what section of a newspaper would contain each story. (Note: Many different answers could be right.)

Now think of some stories in the current news. What groups might they fit into? Where would you look for information about them in a newspaper?

Lesson 10

Using Like and Unlike

◇ *Understanding Comparison and Contrast*

This Is the Idea

How are the old and new libraries shown as alike and different in this article?

A writer may compare things, pointing out ways that they are alike. A writer may contrast things, pointing out ways that they are different. When you read statements that compare or contrast, use what you find. Use it to get a general idea about the things that are compared, or use it to make choices. You can also use it to fill gaps in the writing.

New Library Opens This Week

After three years and almost $4 million, the new Fieldtown Public Library is due to open on Friday. The building is on the **same** site as the old library and uses the **same** arched front door. **Both** the old section and the new use local red brick, so they blend together.

The new library has 12,400 square feet of floor space, which makes it **three times as large** as the original building. This space will allow the library to increase its collections of books for children and young adults.

Unlike the old library, which was generally aimed at casual adult readers, the new one will offer modern research tools. Patrons of all ages will have access to the Internet. **However,** in the children's section, computers will be placed in public spaces, **while** adults may use individual study areas.

When residents first visit, they may be surprised by the open shelves. After all, the old library was crammed full of books. **In contrast,** these shelves will look empty, and taxpayers may wonder if money was wasted. It wasn't. The library will buy more books over time, and the extra shelf space will gradually be filled.

What details make the old and new libraries alike?

a. the site, the front door, the red brick

b. the cost, the reading rooms, the computer placement

Choice a is better. Notice that the words *same* and *both* show that the old and new libraries share these qualities.

Based on the reading, which sentence best describes how the old and new libraries are different?

a. The old library was a far more pleasant place to visit.

b. The new library is better suited to a growing community.

Choice b is better because it relates to the difference in size.

Words used to compare

- the words *also, both, like,* and *same*

Words used to contrast

- words that end in *-er,* such as *taller*
- the words *but, however, in contrast, though, while,* and *unlike*

To use comparison and contrast, think about

- what you can say about the likenesses and differences in general
- why the likenesses and differences are important
- what they suggest that isn't said

Take a Closer Look

Why are likenesses and differences important in this health advice?

Sore Throat: Cold or Strep?

Many people think that a sore throat is an illness, but it's really just a symptom. A sore throat may have many causes, including a cold or a strep infection. Both a cold and strep can make you miserable, but one can be safely treated at home, while the other usually requires a doctor.

The most likely cause of a sore throat is a cold, which is caused by a virus. Colds usually start slowly. One day you have a scratchy throat, and the next day your throat hurts more and you have a stuffy nose and headache. If you are otherwise healthy, you can safely treat a cold at home. For throat discomfort, drink warm liquids, such as clear soup, and gargle with warm salty water every few hours.

However, a sore throat can also have a more serious cause, strep. In contrast to a cold, strep often arrives suddenly. The patient usually has a high fever, swollen glands, and a very red, painful throat. The throat might even have yellow or white spots in it.

While a cold is caused by a virus, strep is caused by bacteria. A doctor who confirms a strep infection is likely to prescribe antibiotics. Strep infections should be treated, because they can lead to more serious problems, such as heart or kidney damage. If a sore throat lasts for more than five days, or if you also have a cough, high fever, or trouble breathing, always see a doctor, who can check for strep.

Write your answers.

1. Which type of sore throat can be safely treated at home?

   _____

2. Which type of sore throat can be treated with clear soup and gargling?

   _____

3. Which type of sore throat is likely to be treated with antibiotics?

   _____

4. Which type of sore throat is more likely to be dangerous?

   _____

Try It

As you read this business report, think about the likenesses and differences. Think about how you might use the information.

SHOULD YOU BUY NEW TIRES OR RETREADS?

Business owners know that retreaded tires can save them money. The cost per mile may be half the cost of new tires. Retreads also save the oil that is used to manufacture new tires, and they reduce waste. Some business owners have concerns about the safety of retreads, however. They want to save money, but they don't want to reduce safety.

Many studies of new tires versus retreads have reached some unexpected conclusions. It turns out that the type of tire may matter less than how it is used.

When states looked at tire debris along highways, they noted that most is from retreads, mostly from large and small trucks. However, most tires did not fail because they were retreads. They failed because they were not properly maintained. Most were punctured, over-inflated, under-inflated, or placed on an overloaded vehicle.

When tires are not maintained properly, a retread is more likely to fail than a new tire. Business owners can solve this problem if they and their drivers inspect vehicles daily. They should check the tire pressure and look for damage and uneven wear. In this way, they can save money and drive safely too.

Write your answers on separate paper.

1. What advantages do retreads have over new tires?
2. What disadvantages do retreads have over new tires?

Use It

Read this household tip from a consumer magazine. Think about how the two pest-control methods are different.

Unlike expensive chemical pesticides, which can harm the environment—and you—non-chemical alternatives are often safe and inexpensive. The most effective chemical pesticides for cockroaches are labeled "restricted," for use only by licensed professional applicators. For a non-chemical alternative, try borax, a type of salt used in some detergents. Sprinkle it around baseboards or cabinets where roaches enter.

How many differences can you find between the two types of pesticides? Which type would you choose? Write your answers on separate paper.

Now find an article or report on two (or more) products or types of products you might use for the same purpose. Look for similarities and differences. Use the information to decide which product you would prefer to buy or use.

Lesson 11

Using Predictions

◇ *Applying Predictions of Outcome*

As you read, think about what is likely to happen as time passes, and then predict what will happen. Use your prediction to check your understanding and to plan what you should do. Use it to test what the writer says, including opinions, and to test general statements.

This Is the Idea

As you read this advice, predict what will happen if you follow it.

The Art of Taking a Test

Everyone has to take tests from time to time. Some, such as the GED, are related to school subjects. Others, such as civil service tests, are required to get jobs. You can increase the likelihood of scoring well by applying a few techniques.

1. Begin preparing for the test as soon as you know that you will take it. Putting it off will only make it seem harder.
2. Become familiar with the test's format and procedures. Don't let confusion about the directions lower your score.
3. Develop a plan for studying. Decide what material is most important and study that the most.
4. On the night before the test, do something that will calm you, whether it's studying or going to a movie.
5. Get a good night's sleep since your thinking will be sharper if you're well rested.
6. Allow yourself at least a few minutes to check your answers so that a simple thing like marking incorrectly doesn't cost points.

As you read the advice, you might think about what will happen if you do or don't follow each suggestion. That will help you make certain that you understand each point, and it will also help you decide whether you think the advice will work for you.

For example, you might predict that if you follow suggestion 1, you will have more time to prepare. That may not make studying easier, but it should keep you from feeling frantic and desperate.

You might predict that if you don't follow suggestion 3, you could waste time studying things that are not important.

You might predict that if you don't follow suggestion 5, you would be tired during the test. If experience tells you that you don't think as well when you're tired, you might decide that you agree with this suggestion.

In general, if your predictions make you think that the writer's advice is good, you might decide that you agree with the statement in blue ink.

Take a Closer Look

As you read this cooking advice, predict what will happen if you follow it.

Baking Bread Without Tears

This is not a recipe for baking bread; we suggest you use a recipe from your favorite cookbook. This is a guide to making any bread recipe work as it should. The secret is, above all, to be patient and not try to rush the process.

First, if the recipe tells you to mix the yeast with water, be sure that the water is the right temperature. It should be about 105 degrees Fahrenheit. **If it is too hot or too cold, the yeast will not perform properly, and the yeast is what makes the dough rise.**

Second, knead the dough thoroughly, which may take 15 minutes, because **if you quit early the bread won't have an even texture. The kneading job is finished when the dough is smooth and elastic—stretchy enough for you to pull it out and have it snap back.**

Let the dough rise long enough, because **bread from dough that hasn't risen enough will be too dense or heavy inside.** A simple test can determine whether it has risen enough: just poke your finger gently into the dough. If the dent remains, the dough has risen enough.

These help you predict what will happen:

- a pattern of events
- the writer's point and conclusions
- causes and effects
- what you know and your own good guesses

You may want to

- stop something from happening
- make sure that something does happen
- check your understanding
- test an opinion
- check a general statement

Write your answers.

1. You can predict that if you mix the yeast in cold water the dough will . . .

   _____

2. You can predict that the yeast will make the dough rise properly if you . . .

   _____

3. You can predict that your bread will have an even texture if you . . .

   _____

4. You can predict that if you pull the dough out and it doesn't snap back . . .

   _____

5. You can predict that bread from dough that has risen enough will be . . .

   _____

6. In general, you can say that the last sentence in the first paragraph is good advice because . . .

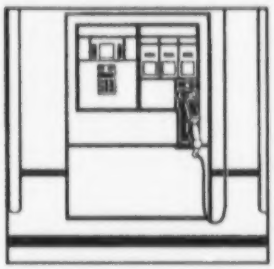
   _____

Try It

As you read this advice for motorists, predict what will happen if you follow it.

How to Stretch a Tank of Gas

Gas mileage measures how well a vehicle uses gas. There are some simple ways to increase a vehicle's fuel efficiency:



- Drive smoothly. Accelerating uses gas faster than cruising, and accelerating quickly uses gas faster than accelerating slowly.
- Lighten your load. The heavier your vehicle is, the more work your engine has to do—and the more gas it burns.
- Slow down. Cruise at but not above highway speeds. For most vehicles, fuel efficiency decreases above highway speeds.
- Keep your car in shape. When your engine is properly tuned, it burns gasoline at maximum efficiency; that is, it gets the most work from every gallon of gas. When your engine is not in tune, it doesn't burn gas as efficiently.

Think about gas mileage. Write your answers on separate paper.

1. You can predict that if you race away from stoplights, you will . . .
2. You can predict that if you carry bags of sand in your trunk, you will . . .
3. You can predict that if you hold your car at a steady posted speed on highways, you will . . .
4. Based on your predictions, what do you think of the writer's opinion?

Use It

Read this recipe for lemonade.

1½ cups lemon juice
½ cup sugar
5 cups water

Combine ingredients in a pitcher. Stir until sugar dissolves. Serve over ice.

Make some predictions. What if you left out an ingredient or a step? What if you left out the sugar? What if you used honey instead? If you didn't have lemon juice, could you use grape juice? What if you forgot to stir before serving? Write your answers on separate paper.

Now find a recipe for a food or drink you enjoy. Predict what would happen if you left out an ingredient or used something else. Predict what would happen if you skipped a step when you prepared it.

Lesson 12

Using Clear Thinking

◇ *Applying Conclusions*

This Is the Idea

What can you conclude about steam vehicles from this history text?

The Road Locomotive

Long before the automobile, there was the road locomotive. Its story begins with French inventor Nicolas-Joseph Cugnot. He had the inspired idea of using a steam engine's power to move the steam engine itself. In 1769, Cugnot ran his three-wheeled self-propelled steam carriage at a speed of two miles per hour. That was more than 100 years before the first automobile.

In time, other inventors improved on Cugnot's steam carriage, eventually developing "road locomotives." These were much larger machines capable of hauling very heavy loads of a hundred tons or more. Their steam boilers were huge, and they carried reserves of fuel and water for longer trips. Eventually, the road locomotive gave way to the railway. It had a smooth track that allowed the machines to reach much greater speeds.

Statements often work together. They may be linked by grouping, by cause and effect, or by likenesses and differences. When one statement makes sense, you may be able to conclude that another statement makes sense. Use what you conclude to check your understanding, to decide what you should do, or to judge an opinion.

The writer states that other inventors improved on Cugnot's steam carriage when they developed road locomotives. From that statement, you can conclude that road locomotives were better than Cugnot's carriage in some ways. In fact, the writer mentions two ways in which they were better.

The writer states that the road locomotives were much larger and could haul heavy loads. You can conclude that Cugnot's carriage was smaller and couldn't carry heavy loads. Comparisons work in two directions: If X is bigger than Y, then Y is smaller than X.

Notice the last statement in the text. It says that the smooth track of the railway allowed the machines to reach much greater speeds. This is a statement about a cause and an effect. The cause is the smooth track, and the effect is greater speeds. You can reason backwards from this statement to another cause-and-effect statement: Rough and uneven ground kept road locomotives from reaching high speeds.

Take a Closer Look

What can you conclude about the writer's opinion in this newspaper column?

Remember

- What is true for a group is true for each member of the group.
- Comparisons work in two directions: If X is bigger than Y, then Y is smaller than X.
- If something happens, there must be a reason, so you can reason from cause forward to effect or from effect backward to cause.

Difficult Decisions

After a series of tax cuts, the city now faces a budget shortfall. **It is clear that we must make deep cuts in spending.**

Overall, the budget must be cut by 10 percent, but it's not a simple matter of making 10 percent cuts in every department. Some departments could not survive such a large cut. The schools, for example, expect an increase in student population, and teachers are entitled to raises by contract.

The police and fire departments cannot sustain large cuts in funding either if they are to keep the city safe. Perhaps office staff can be cut somewhat, but the equipment must be maintained and we must have enough police officers and firefighters.

That leaves the departments that we think of as "optional" to bear the greatest burden of the budget cuts: the libraries, the parks, the youth sports program, and the senior centers.

We have no choice but to make big cuts in these areas.

Write your answers.

1. What is the writer's opinion?

   _____

   _____

2. If the city is facing a budget shortfall, what can you conclude about its income and its expenses?

   _____

3. If the writer is correct, what can you conclude about cutting the school department's budget?

   _____

4. If the writer is correct, what can you conclude about cutting the police and fire department budgets?

   _____

5. What can you conclude the city might do if it *doesn't* make budget cuts?

   _____

Try It

Based on this safety advice, what can you conclude you should do on vacation?

Safety Tips for Travelers

Taking a moment to think about safety can prevent serious problems on your vacation.

Inside a hotel room door, you will find a floor plan that shows the stairs and emergency exits. Children may not understand the floor plan; they are more likely to remember the exits and stairs if they walk to them.

A hotel room may have a safe for valuables. If not, the hotel may have safe deposit boxes at the front desk.

Stolen cash is irreplaceable, but traveler's checks can be replaced. You sign them when you buy them and countersign them when you spend them, so the merchant can check your signature.

Carrying a camera and an airline flight bag advertises that you're a tourist and may attract pickpockets.

Write your answers on separate paper.

1. Why should you look at the floor plan on a hotel room door?
2. How should you teach children the locations of the exits and stairs?
3. What can you conclude about leaving expensive jewelry in a hotel room when you're out?
4. What can you conclude about trying to spend stolen traveler's checks?
5. What can you conclude about pickpockets?

Use It

Read this excerpt from a magazine article on exercise and health. Think about the conclusions you can draw from the information.

According to a new government report, only 30 percent of American adults exercise regularly. Experts say that about 300,000 deaths each year can be attributed to conditions caused or made worse by lack of physical activity. Adults with incomes below the poverty level are half as likely to exercise as adults with incomes of $36,000 per year or more. Adults living in rural and urban areas are also less likely to exercise than suburban adults.

Based on information in this paragraph, which groups of adults in the U.S. are more likely to have higher death rates? What *positive* conclusion can you draw from the information? Write your answers on separate paper.

Now find a magazine article that presents information about a social issue. Think about whether the information helps you decide on something you want to do.

Lesson 13

Filling Gaps

◇ *Making Inferences*

Sometimes writers may omit details, causes, effects, or even the main idea. As you read, make inferences—good guesses—about what may be missing. Decide what missing information would fill any gaps the writer left.

This Is the Idea

Read this history text. What do the details suggest about causes, effects, and the writer's main idea?

Going Up

We hardly give a thought to the fact that cities have tall buildings, and tall buildings have elevators to take us to the upper floors. It wasn't always like that, of course. There was a time when there were no elevators and no skyscrapers. People used primitive hoists to raise loads to a height. But if the lifting power failed or the cable broke, the car would fall all the way to the ground. Then, in 1853, Elisha Otis demonstrated an invention that he called a "safety." His safety would respond automatically if a car began to fall. It would hold the car in place against rails at its sides. Otis's demonstration was dramatic. The device worked so well that people were convinced they could ride in elevators without fear. Builders, in turn, became convinced that they could erect tall buildings and use elevators to take people to upper floors.

From the details in blue ink, you can infer that before Otis's invention people were afraid to ride in elevators. They were afraid of falling. The writer doesn't say that. However, you can see that the danger would cause fear and that the safety device would remove the fear.

Now, from the overall explanation, make an inference—a good guess—about the writer's main idea. You have seen that people would not ride in elevators without Otis's safety. You can infer that builders would not have put elevators in buildings if people would not ride in them. You can infer that we would not have skyscrapers in cities if builders didn't put elevators in them.

And from that you can infer the writer's main idea: Cities wouldn't have skyscrapers if Otis hadn't invented the safety.

Take a Closer Look

What do the details in this geography text suggest about Machu Picchu?

MACHU PICCHU

The complex of buildings that make up Machu Picchu is more than 500 years old. It is perched on a rocky ridge far from the hubbub and tumult of modern Peru. Despite its rugged isolation, hordes of tourists are willing to make the climb to view its architectural wonders.

Most of the buildings at Machu Picchu were assembled from stones cut and shaped expressly for use in building. The building techniques are similar to those used at other Inca sites. In modern construction, we would use blocks of uniform size and shape, but these blocks vary in size and shape. Despite the difficulties that these differences must have created, the blocks were laid so tightly that a visitor can't slide a credit card between them.

After having been isolated for so long, Machu Picchu has become a world-class tourist destination. Tourists trek a long route to admire it. But so many people visit that the site and the splendid isolation of its surroundings are facing a strain.

As you read, ask yourself

- Can I connect ideas to come up with new ones?
- Do my new ideas make sense, based on what I read?

Write your answers.

1. What country is Machu Picchu in?

   _____

2. What is the name of the people who built Machu Picchu?

   _____

3. What is the meaning of *uniform?*

   _____

4. How would you describe the skill of the builders?

   _____

5. How hard or easy is it to get to Machu Picchu?

   _____

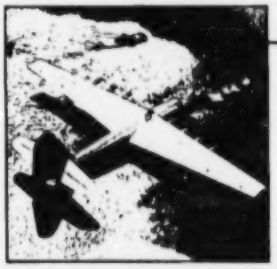
6. What do you think the future will bring for Machu Picchu?

   _____

   _____

Try It

What do the details in this history text suggest about the airplane?



THE SPRUCE GOOSE

The HK-1 Hercules transport plane got more than its fair share of ridicule. This wooden airplane was known by derisive nicknames including "Spruce Goose" and "Flying Lumberyard."

The idea for the huge airplane came in 1942. The United States was at war. Metals were needed for other projects. The project proceeded despite widespread doubts. Many thought that a wooden plane so large could never fly, even with eight powerful engines.

Rather than building longer runways so that the plane could take off and land, its designers developed it as a flying boat. It had a hull for landing on water.

Only one Spruce Goose was ever built. It made only a single short flight. It flew one mile across Los Angeles harbor. Today the Goose resides in an aviation museum in Oregon. It's still one of the largest airplanes ever to get off the ground. And quite probably it is the last wooden airplane the world will ever see.

Write your answers on separate paper.

1. What can you infer about a derisive remark?
2. What can you infer about why the Spruce Goose was made of wood?
3. What can you infer about airport runways in 1942?
4. What can you infer about the writer's opinion of building wooden airplanes?

Use It

Read this excerpt from an article in a business magazine. As you read, think about reasons for the changes described and the effects of these changes.

Videoconferencing is taking the place of business trips at companies around the world. Air travel is costly, and unused time spent shuttling between terminals and waiting to take off or land hurts productivity. With videoconferencing, workers are flying less and working more. Now that increased security is causing longer delays, the trend toward "virtual" business trips should continue.

From the article, can you infer other reasons for increased use of videoconferencing? If you were planning a trip, do you think it would be more or less difficult to get a seat on a flight? Write your answers on separate paper.

Now find an article about change in another type of business or business practice. Think about details given in the article. What guesses can you make about causes or effects of the change?

Lesson 14

Using Good Guesses

◇ *Applying Inferences*

This Is the Idea

Read this personal advice column and think about the writer's point.

An inference is a good guess about something that the writer suggests but does not say. (See Lesson 13.) Use inferences to learn more about a topic, to decide whether the writer's statements make sense, and to decide what you want to do.

Stressless Family Holidays

As a holiday draws near, many families plan to get together. Such gatherings should be joyful. For some people, though, they are times of stress. You can diminish the stress and increase the joy by putting this plan into action.

- Don't focus on old disagreements. Many people worry about the family members they disagree with rather than looking forward to seeing the ones they get along with.
- Don't focus on your troubles. Everyone has some difficulties in life, but everyone has some successes, too. If you arrive at a family gathering carrying baggage full of trouble, you're not going to enjoy yourself. People aren't going to enjoy being around you, either.
- Don't make negative comments. Make a vow to yourself to stick to the age-old advice "If you can't say something nice, don't say anything at all."

In the first paragraph, the writer states the main idea and describes the purpose of the article. If you don't know the meaning of *diminish*, you can infer it from the main idea and from the way the writer contrasts joy and stress. You can see that if you will be trying to increase the joy, *diminish* must mean "decrease."

Notice that the bulleted items tell you about things that you should *not* do. The writer hasn't said what you *should* do.

Instead of the negative statements that the writer offers, think about what positive ideas these suggest. You might come up with a list like this one:

- Focus on ideas, experiences, and memories that you share and enjoy.
- Focus on your successes and reasons to be happy.
- Make positive comments.

You may decide that these suggestions would diminish the stress and increase the joy. And so you might decide that the positive statements make sense.

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Take a Closer Look

As you read this financial advice, think about steps that a person might take.

As you read, ask

- Do some ideas suggest other ideas?
- Can I use those new ideas to extend what the writer says?
- Can I use those ideas to test what the writer says?
- Can I use those ideas to decide what to do?

Removing a Mountain of Debt

It can happen so easily, just a purchase here and a purchase there, until you have piled up an overwhelming mountain of debt. The most punishing fact about debt is that it costs money; the interest on debt is a burden of its own. To remove the burden and get your financial life back in order, follow this advice.

Begin by making a budget. Account for every cent of income and expenses. Stop carrying your credit cards; keep them in a place where it is difficult to get to them. Consider destroying all but one of them. Make a chart of all your debts, including the balance and the interest rate. Then put the debts in order from the one with the highest rate of interest to the one with the lowest rate. **Go through your budget with a fine-tooth comb, looking for any cuts—even the tiniest amounts—that you can make.** Every month, put all the extra money toward paying off the debt with the highest interest rate. Instead of making just the minimum payment, pay as much as you can.

Write your answers.

1. Why should a person in debt begin by making a budget?

   _____

2. Why should a person in debt put credit cards away or even destroy them?

   _____

3. Why should a person in debt list debts according to the interest rate?

   _____

4. Why should a person in debt look for even the tiniest budget cut?

   _____

5. Why should a person in debt pay off the debt with the highest rate first?

   _____

6. Why should a person in debt pay more than the minimum payment?

   _____

   _____

Try It

Read this editorial. Think about the reasons for the writer's opinions.

A Marathon Out of Control

The city marathon is just a month away. We can still institute reforms that will make the race safer and fairer for all runners.

We advocate splitting the marathon into two races run over the same route on succeeding days. The first day would be limited to official entrants. These qualified runners, who have competed in major marathons worldwide, would have the field to themselves. They would not have to jockey for running space on streets crowded with slower runners.

The second day would be for casual runners. They have crowded the start over the last few years. These runners would get the full marathon treatment. They'd have electronic timing and awards for the top finishers. They, too, would find the streets less crowded. They would be less likely to fall victim to the spills and injuries that overcrowding causes.

Write your answers on separate paper.

1. What probably led the writer to write this editorial?
2. Why does the writer make a distinction between official entrants and casual runners?
3. What probably led the writer to mention spills and injuries?
4. What do you think of the writer's suggestion?

Use It

Read this workplace memo. Think about why the memo was sent to employees.

Effective immediately, all employees are urged to lock their car doors. Lock any valuables in your trunk, out of sight. A new motion-sensor security light has been installed in the back parking lot. If the light fails to turn on when you walk to your car in the evening, please tell someone from Physical Plant right away. Security cameras in both lots have been repaired and are now on 24 hours a day.

Why do you think this memo was written? What might have happened that would lead the company to send it out? If you got this memo at your workplace, how would you feel? Write your ideas on separate paper.

Now find a memo or newspaper article about a change in policy or rules. Think about the reasons for the change. Are the reasons stated in the memo or article, or are they understood?

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Lesson 15

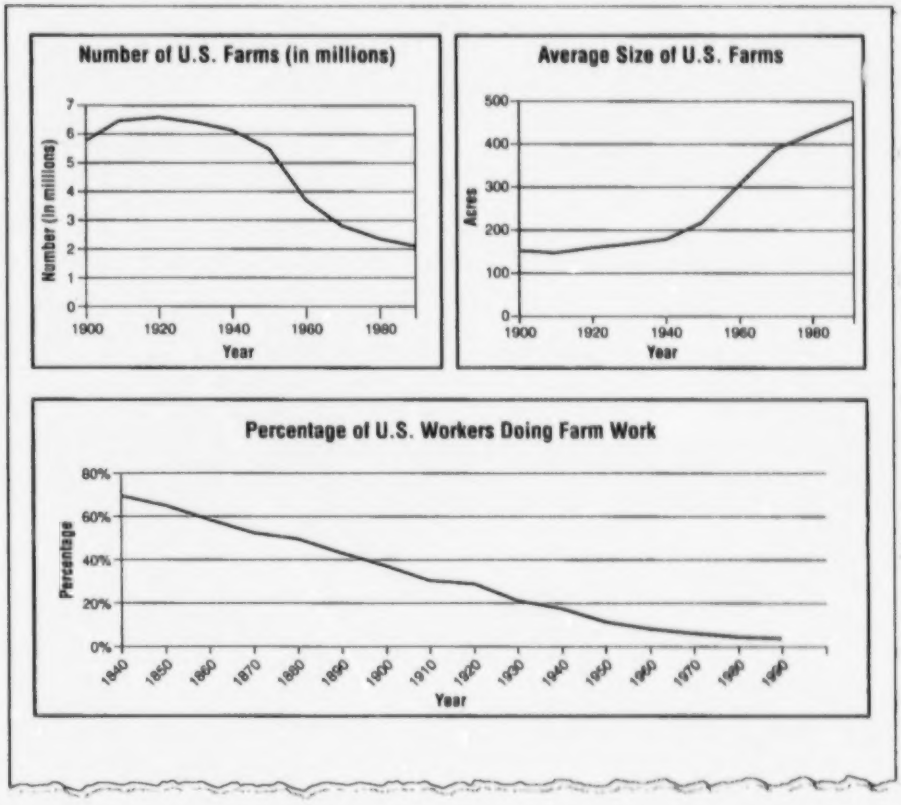
Getting the Big Picture

◇ *Making Generalizations*

As you read, pause now and then to step back from the details. Think about the general meaning of the text. Try to make a general statement about the details.

This Is the Idea

As you read these graphs, think about general statements.



Based on the first graph, you could make this general statement: "Since 1920, the number of farms in the United States decreased."

You could make this general statement about the second graph: "However, during the same time, the average size of a farm increased."

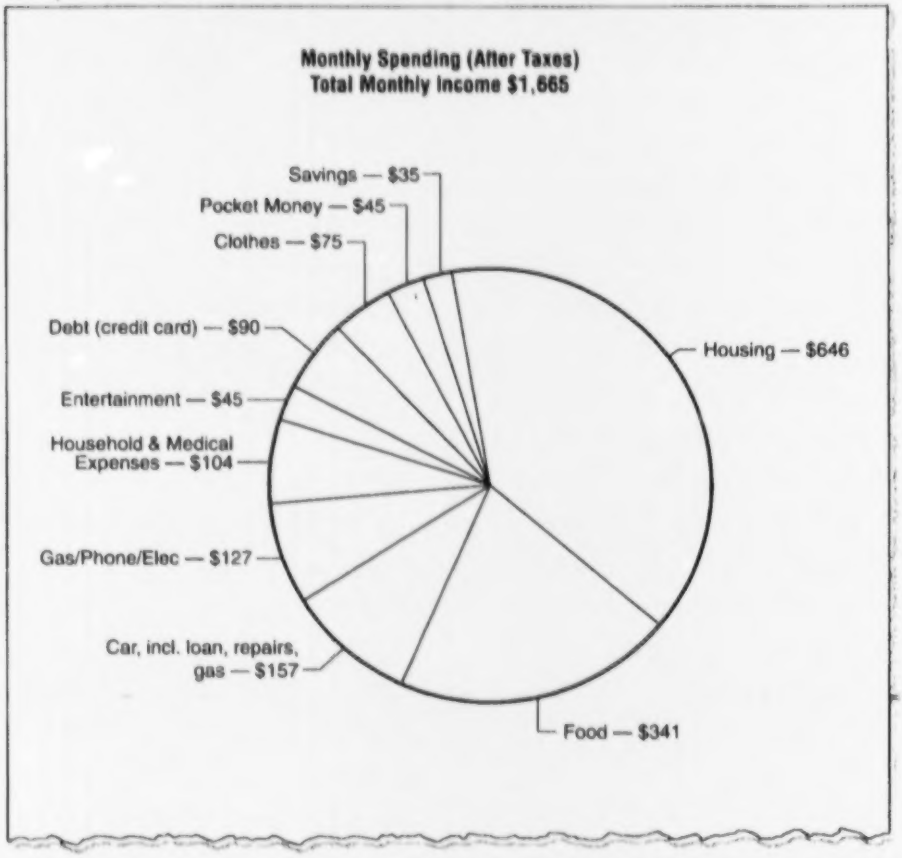
Which is the better general statement about the third graph?

a. The percentage of U.S. workers doing farm work has decreased steadily since 1840.
b. About 70 percent of U.S. workers did farm work in 1840, but only 3 percent in 1980.

Choice a is better because it describes the general trend over the years. Choice b gives details for only two specific years.

Take a Closer Look

Look at the following pie chart showing one family's expenses. What can you say in general about the ways this family spends its money?


Monthly Spending (After Taxes)
Total Monthly Income $1,665
Savings — $35
Pocket Money — $45
Clothes — $75
Debt (credit card) — $90
Entertainment — $45
Household & Medical Expenses — $104
Gas/Phone/Elec — $127
Car, incl. loan, repairs, gas — $157
Food — $341
Housing — $646

Ask yourself

- What is the general idea of this piece of writing?
- If the writer doesn't make a general statement, can I make one, based on the details?

Write your answers.

1. In general, where is most of this family's money spent? ***Hint:*** Look at the two biggest expenses that together take up more than half the chart.

   _____

2. What can you say in general about the amount this family spends on necessities? ***Hint:*** Look at the expenses that they have little or no choice about, such as food, housing, utilities, and medical expenses. Compare them to the total amount of income.

   _____

   _____

3. In general, which expenses could this family reduce if it wanted to save more? ***Hint:*** Look at expenses that are optional or easy to reduce.

   _____

   _____

Try It

As you read the following parenting tip, think about the general meaning of the text. Think about what general statement you could make about each section.

Your Left-Handed Child

Most right-handed people seldom consider the problems that left-handed people have. This all changes when you have a left-handed child. Right-handed parents are often startled to discover just how difficult life can be for a left-handed person.

The Problem

When left-handed children go to school, they carry spiral notebooks with a metal coil down the left side and three-ring binders that are impossible to write in. They sit at desks that support only their right arms. They usually use right-handed scissors and computers with numeric pads on the right. If they play in a band, the stringed instruments are all strung the wrong way for them.

One Solution

Besides being sympathetic, encourage your child to play sports. Schools may not have left-handed golf clubs, but most offer running, tennis, and baseball. Most lefties love baseball. Left-handed pitchers can watch first base while they wind up, and left-handed batters are closer to first base. A lefty who plays first base does not have to twist around to throw to second.

Write your answers on separate paper.

1. What can you say in general about school supplies and equipment?
2. What can you say in general about sports for left-handers?

Use It

Read this excerpt from a business journal article. Think of general statements you can make based on the details.

According to a research report by the Joint Center for Housing Studies of Harvard University, the number of homes undergoing remodeling projects has shown steady growth, and the increase is expected to continue. In contrast, the number of new homes being built has remained relatively stable for the last 20 years. Newly constructed homes represent a steadily decreasing percentage of housing stock in the U.S.

What is the main idea of this paragraph? What general statement can you make about American home buying and home remodeling practices? What prediction can you make about future trends? Write your ideas on separate paper.

Now find a report or memo that uses statistics to support general statements. As you read, think about whether the general statements fit the facts in the reading.

Lesson 16

Checking the Big Picture

◇ *Testing Generalizations*

This Is the Idea

Think about the general statements in this part of an opinion column.

The Uniform Question

The school board is considering requiring students in all grades throughout the city to wear uniforms while they are in school.

Most students seem to be opposed to the proposal. My two children are divided on the issue. One is in the sixth grade and the other in the tenth grade. The sixth-grader thinks that uniforms would be "OK" and says that her friends think so, too. The tenth-grader thinks that the uniform idea is beneath contempt and asserts that he would refuse to wear one if the policy were adopted.

Parents, on the other hand, tend to favor the idea of school uniforms. Personally, I would not miss the September struggle to buy school clothes that fit the latest fashion and fit my budget, too. Other parents I spoke to cited the financial savings and the elimination of fashion competition as reasons for favoring uniforms.

As you read, pause now and then to make a general statement about the facts and ideas in the text. (See Lesson 15.) In addition, look for general statements that the writer makes. Compare the writer's general statements with your own. Decide whether they fit the facts.

The writer makes two general statements about responses to the school board's proposal. They are printed in blue ink.

The writer doesn't say what the statement about students is based on. The column mentions what the writer's children said and what one child said about her friends. Most of these children seem to think that uniforms would be "OK." The general statement doesn't fit the facts that the writer mentions.

The general statement about parents is based on the writer's own feelings and an unknown number of "other parents." Your experience tells you that there are thousands of parents in a city. And you may guess that the writer probably talked to only a handful. There's no way to tell whether the opinions of these "other parents" match the opinions of most parents in the city. The writer has generalized from a sample that is too small.

Take a Closer Look

Ask yourself

- Does the writer have enough information to make a general statement?
- Does the general statement fit the facts and cover all the facts without going too far?
- Is the statement fair?
- Does the statement match your experience or a report by another writer?

Think about the writer's general statements about the city in this travel article.

A Traveler's Impressions

I always enjoy my visits to this great city, and I'm certain that you will, too.

You're sure to be impressed by the warm friendliness of the people, **who are always eager to help a tourist** with directions or to point with pride to the latest skyscraper.

You will find that the people have a fierce pride in the history of their city. However, that affection for the past does not prevent people from moving forward. You'll find that **everyone here is on the go, eager to get things done and build the city of the future.** You can see that attitude in the bustle of the crowds on the sidewalks, maintaining a brisk pace as they hurry to work in the early morning rush hour.

Throughout the city, people take the time to observe the old-world pattern of eating a large meal at the middle of the day and following it with a period of rest. The people here have learned the secret of relaxing, and you may learn it, too.

Write your answers.

1. The writer says that the city's people "are always eager to help a tourist." What is wrong with that general statement?

   _____

2. What would be a better general statement?

   _____

3. What is wrong with the general statement that "everyone here is on the go, eager to get things done and build the city of the future"?

   _____

4. What would be a better general statement?

   _____

5. The writer says that "the people here have learned the secret of relaxing." What details do not fit with that general statement?

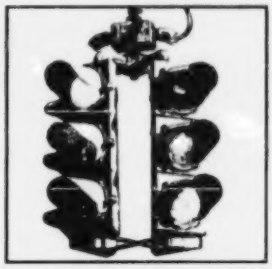
   _____

6. What would be a better general statement?

   _____

Try It

Think about the writer's general statements in this column.



Driver Behavior

Everyone says that respect for law is on the decline. To find out, I spent a day watching the corner of 3rd Avenue and 19th Street.

That corner has a traffic signal and walk signs for pedestrians. I watched from 8:00 a.m. until 8:00 p.m. to see whether drivers obeyed the traffic signal and yielded at crosswalks.

Nearly all drivers—92 percent—stopped for a red light. However, only 18 percent slowed or stopped for a yellow light. The rest speeded up to get through before the light turned red.

Eight percent of drivers did not stop for a red light. Add that to the practice of rushing through yellow lights. You have to agree that today's drivers do not respect traffic laws. The perception is accurate: respect for law is on the decline.

Write your answers on separate paper.

1. What is wrong with the general statement "Everyone says that respect for law is on the decline"?
2. What would be a better general statement?
3. What is wrong with the general statement "Today's drivers do not respect the traffic laws"?
4. What would be a better general statement?

Use It

Read this report on state standardized-test results. Think about the writer's general statement.

State test scores for the last three years show that high school students are not as smart as elementary school students. Students in grades 2 through 6 showed an overall average improvement of 7% on the reading test and 15% on the math test. Scores for students in grades 7 through 11 improved by only 2% on the reading test and 5% on the math test.

Do the statistics on test results support the general statement that "high school students are not as smart as elementary school students"? Why or why not? What would be a better general statement? Write your answers on separate paper.

Now find a report or memo that uses statistics to support general statements. As you read, think about whether the general statements fit the facts in the reading.

Lesson 17

Finding Facts and Opinions

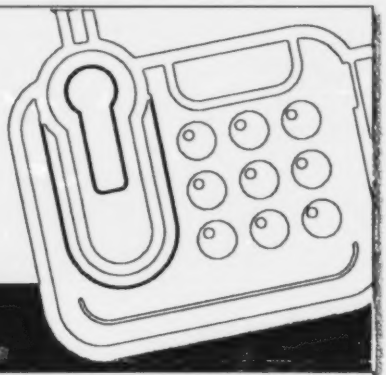
◇ *Separating Fact from Opinion*

A fact is true and can be proved, but an opinion cannot be proved. An opinion is what someone feels or believes. Different people have different opinions, but facts are true for everone.

This Is the Idea

Which parts of this ad are statements of fact?

The New TechTalk Phone



Function Meets Fashion

In the past, you've loved TechTalk phones because they kept you connected; now you're going to love them because they get you noticed. They're the phones that sound great and look great, too.

New patented TechTalk technology gives you clearer calls without static or breakup. Every one of our phones features a 1,000-number memory. That should be enough for your friends and neighbors and people you haven't met yet.

Did we mention that the new TechTalk phones are gorgeous? **They come in 14 designer colors, each one with a sparkling finish** that is sure to get you noticed.

You're going to be a lot happier talking on a TechTalk phone—we're certain of it.

The statements in blue ink are facts that you could prove.

You could find out whether TechTalk phones use patented technology that makes calls clearer and more reliable. You might be able to request details from the TechTalk company. You might be able to check a consumer magazine or visit the web site of the U.S. Patent Office.

You could check the statement about colors and finish by visiting a store where TechTalk phones are sold.

The rest of the ad is made up of opinions, not facts.

Notice that many of the opinions are about you and your feelings. The writer states that you already love TechTalk phones and are going to love them even more because of the new technology and the way they look. Notice that some of these opinions are predictions—opinions about what you will do in the future.

Take a Closer Look

As you read this restaurant review, look for statements of fact and opinions.

Oasis

The owners could not possibly have chosen a better name for this charming little spot. Step inside some evening and the **soft lighting, quiet music,** and comforting aromas will convince you that you have truly found an oasis of calm in the bustle of the city.

Oasis is hard to find, tucked away **on a dark stretch of 92nd Street with no awning or overhanging sign, just the name etched into the glass door.**

The Oasis chicken is an elegantly simple dish of **grilled chicken breast with fontina cheese, mushrooms, and onions** that shows the loving care that goes into everything on the menu.

You'll find the prices at Oasis surprisingly low for food this good and portions this generous. The owners clearly want to make Oasis the kind of friendly place that every neighborhood needs, and they have succeeded brilliantly.

To spot facts

- Look for statements that you could check somehow.

To spot opinions

- Look for words such as *should* or *must.*
- Look for words that name or describe emotions.
- Look for suggestions that something is good or bad.
- Remember that some types of writing—including editorials and reviews—normally express opinions.

Write your answers. ***Hint:*** Notice that some sentences contain opinions *and* statements of fact.

1. Write three opinions from this review. Remember, an opinion tells what someone feels or believes.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

2. Write three statements of fact from this review. Remember, a statement of fact can be checked somehow.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

Try It

As you read this editorial, look for opinions and statements of fact.

Correcting an Error

More than 40 years ago, inspired by a national trend toward "urban renewal," the city demolished the charming old neighborhood of Southside and built the Bennett Housing Project.

Today the Bennett Project stands as a sad monument to a bad idea. The buildings are in poor repair. The crime rate is higher than in any other section of the city. The people do not feel part of a community. Southside residents once did.

It is time to repair the damage to the neighborhood and people of Southside. We should tear down the ugly towers of the Bennett Project and build a new neighborhood on a human scale. We could build a mixed-income neighborhood of small townhouses. Some could be sold at market rates, and some rental units could be subsidized for low-income families.

This approach has worked in other cities, including Boston. It will work here, too. The best way for city planners to apologize to former residents of Southside is by rebuilding their neighborhood.

Write your answers on separate paper.

1. Write three opinions from this editorial.
2. Write three statements of fact from this editorial.

Use It

Read this excerpt from a day camp brochure. Think about which statements are facts and which are opinions.

Sports are good for kids! Playing sports helps children get exercise, learn to be good team members, and improve self-esteem. But most of all, kids have fun. Sunny Day Camp offers a variety of sports for children of all ages and all skill levels. Parents are encouraged to attend games and cheer for their children. Parents play a key role in motivating their kids to be active and healthy.

On separate paper, write the facts in the article. Write the opinions. How would you check the facts?

Find a work memo or newspaper article that reviews a new policy or procedure. As you read, decide which statements are fact and which are opinion.

Lesson 18

Checking the Facts

◇ *Evaluating Statements of Fact*

This Is the Idea

As you read this article, decide where you could check the facts.

American English and British English: Two Languages

The English spoken in the United States and the English spoken in Great Britain are similar but not the same. The British settled in Jamestown in 1607. From that point on, the English spoken in England and in America grew and changed differently.

Many readers have noticed the differences in the spellings used in the U.S. and in England. Certain words that Americans end with *-or* end with *-our* in their British spellings. The words *honor (honour)*, *color (colour)*, and *flavor (flavour)* are three examples. The American spellings were popularized by Noah Webster, who advocated simplified spelling and published a best-selling spelling book in 1782.

English and American English sometimes use different terms for the same things. For example, what Americans call "the mail" British people call "the post." The circular roadway that Americans call a "traffic circle" is a "roundabout" to the British. In the U.S., a "bonnet" is a piece of clothing worn on the head. In Britain, a "bonnet" is part of a car—the part that Americans call the "hood." When British people talk about the "hood" of a car, they are referring to the part Americans would call a "convertible top."

If you're not sure whether a statement of fact is correct, check it in a reliable source. You can check it in a dictionary, an encyclopedia, an atlas, or a world almanac.

Some facts that you might want to check are printed in blue ink.

To check the statement that the British settled Jamestown in 1607, an encyclopedia would be a good choice. It gives general information on many topics. It would also be a good source for checking facts about Noah Webster.

An atlas, which is mainly a book of maps, would show you where Jamestown is, but it wouldn't include information about its history.

To check the spellings of *honor*, *color*, and *flavor* and the meanings of *bonnet* and *hood*, a dictionary would be a good choice. In addition to the meanings of words, a dictionary usually gives other spellings and word histories.

Take a Closer Look

Read this travel article and think about where you could check the facts.

These are reliable sources that you can use to check facts:

- A dictionary gives facts about words.
- An encyclopedia gives facts about general subjects.
- An atlas contains maps and gives facts about the countries of the world.
- A world almanac, such as the *World Almanac and Book of Facts,* gives facts about the events of the past year.

Note:

- The famous *Farmer's Almanac* isn't good for checking facts. A statement that sounds like a fact may really be a joke or a folk tale.

Visiting Ireland

In the 1990 U.S. Census, close to 40 million people claimed to be of Irish ancestry. That may explain why so many Americans visit Ireland each year. It is a beautiful country, with a moist and mild climate. Visitors to Ireland seldom deal with bitter cold or searing heat. However, they should be prepared for rain. In some places, Ireland receives 80 inches a year, although much arrives as a soft mist or drizzle.

One of the best ways to see Ireland is by car. That allows you to travel through the small scenic lanes that pass through villages and farmland. But you must remember to drive on the left side of the road, and you use a steering wheel that's on the right-hand side of the car. Also, plan ahead, since most gas stations close early. However, you will usually find that even a closed station will sell you gas if you are stranded.

Most visitors expect to see the pretty Irish cottages that dot the countryside. Yet no visitor should miss Dublin, the country's capital city. Modern Dublin, with a population close to half a million, is as busy as any other major city. You can reach it by ferry, plane, train, or bus. While it offers all the features of any modern city, it is also filled with history.

The area was first settled by the Celts. Dublin itself was founded by the Vikings, who arrived in the mid-800s and lived there for centuries. They called the place Dubh Linn, from the Irish words for "black pool." Those who love history will want to visit the Abbey Theatre, Trinity College, and Dublin Castle.

Write your answers.

1. Where would you check to find information about Ireland's climate?
   Hint: Think about what sources give facts about countries.

   _____

2. Where would you check the statements about the Vikings?
   Hint: Think about what source discusses general subjects.

   _____

3. Where would you check to find out the current population of Dublin?
   Hint: Think about what source gives up-to-date facts each year.

   _____

Try It

Read this profile and think about where you could check the facts.

Neomanca northiana (walking ins)

Marianne North: *A Victorian Traveler*

The late 19th century was a time of exploration, and not all the explorers were men. Many daring women explored the world. One such woman was Marianne North.

North, an artist and botanist, was born in England in 1830. She traveled all over the world, including the Americas, Japan, Africa, Borneo, and India. At that time, travel was not simple. North had to climb cliffs and bump along in oxcarts, sleep in barns or by campfires, and endure hunger and leeches.

During her travels, she painted plants that she found. She finished more than 800 pictures. They were later donated to Kew Gardens, which is famous for its pictures of plants. North also donated money for a gallery.

Another scientist—Charles Darwin—encouraged North. She visited Australia at his suggestion. She continued traveling despite ill health. Today, five different plants bear her name. You can identify them by the word *northiana*, which appears in their Latin names.

Write your answers on separate paper.

1. Where would you look to find the meaning of *botanist?*
2. Where would you look to find out more about Marianne North?
3. Where would you look to find out about the climate of Borneo?
4. Where would you look to find out about Charles Darwin?

Use It

Read this excerpt from an editorial on literacy. Think about the facts.

Of the nearly one billion illiterate adults in the world today, six hundred million are women. In developing countries more than 39 percent of women are illiterate, compared to only 9 percent of women in developed countries. Surveys show that increasing the literacy level of women in developing countries has a major impact on health:

- Infant mortality rates decline.
- Children's immunization rates rise.
- Birth rates decline as women are more likely to use family planning.

What facts does the writer present? What resources could you use to check these facts? Write your answers on separate paper.

Now find an article on an international issue that interests you. As you read, identify the statements of fact and think about where you would check them.

Lesson 19

Thinking about Opinions

◇ *Evaluating Opinions*

An opinion is what someone feels or believes. When you judge an opinion, look for reasons and facts. Reasonable opinions are backed up by facts, research, and good reasons.

This Is the Idea

As you read this corporate ad, look for facts and opinions.

An Open Letter to the Residents of Tefford

Next Friday, the chairman of RenPro Press will meet with the Tefford Zoning Board to discuss a 65-acre parcel on South Street. The parcel is at the corner of Route 2 and South Street, and it has long been vacant. The factory that we propose to build there will improve the area and benefit the community for years. We have already submitted plans to the zoning board.

In order to build, we will need several zoning changes. At present, one portion of the project sits in an area that is zoned for homes only. The zoning here would need to be changed. We would also need approval for a cafeteria. The present zoning does not allow a restaurant larger than 400 square feet. These are small changes, but they will bring the people of Tefford great benefits.

Our new factory will operate on three shifts, adding 125 jobs to the local economy. In addition, the town of Tefford will collect property taxes from this factory. At present, the tax rate in Tefford is the third highest in the state.

The statements in blue ink are statements of fact. For example, the statement "Our new factory will operate on three shifts" could probably be checked in the company's proposal to the zoning board. By contrast, the statement "These are small changes" is the writer's opinion. RenPro officials probably agree with it, and they want readers to agree with it, but other people could feel differently.

Overall, you can see that the writer wants the factory to be built and believes it will be good for the town of Tefford. The writer gives reasons for this opinion. Those reasons include the new jobs that the factory will bring and the tax money that the town will get.

The opinion seems reasonable. Even so, other people might hold other opinions, and they might be able to back them up with facts, research, and good reasons of their own.

Take a Closer Look

Read this editorial, and think about the writer's opinion.

Factory Will Change Neighborhood

The Tefford Zoning Board will meet on Friday to discuss RenPro's plans for a new factory on South Street. According to RenPro, this factory will be built on a vacant parcel of land. Try telling the Conservation Committee that this land is vacant!

The South Street parcel is home to two rare mammals, the dwarf shrew and the white-footed vole. These tiny mammals are found in very few places in North America. If their habitat is destroyed, we may lose these creatures forever.

RenPro calls the proposed zoning changes "small." No zoning change is really small, because it affects people's lives. People who built homes near the South Street plot did so with the understanding that only other homes would be built nearby. These people never expected a factory next door, and such a factory will lower the value of their homes.

RenPro seems to want to be a good neighbor. However, we must think about the longer term. It is never a good idea to change zoning for one company. Companies come and go. Some go bankrupt, while others move away. Yet changes in zoning are very hard to undo. If we make these changes, we may lose two rare animals. Also, we have no guarantee that RenPro will succeed. For these reasons, the zoning changes would be bad for Tefford. We urge the board to vote against them.

Ask yourself these questions when you read opinions:

- Does the writer support the opinions with facts, research, and reasons?
- Could I have predicted the opinion from the facts and reasons that were given?

Write your answers.

1. What is the writer's opinion about the proposed zoning changes? ***Hint:*** The writer states it *after* offering reasons and facts as support.

   _____

2. What are four facts that the writer gives to support this opinion? ***Hint:*** Remember that a fact is a statement that can be checked.

   _____

   _____

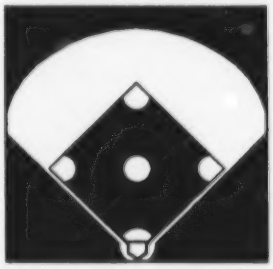
   _____

   _____

Try It

Use the facts and reasons in this part of a letter to predict the writer's opinion.

Other Options



Tefford has a decision to make, and people should consider it seriously. RenPro Press wants to build a factory on South Street, and people disagree about the project. Those who want a factory mention employment and a lower tax rate. Those who disapprove argue that two rare mammals will lose their home. Next week, the town must decide whether or not to change the zoning.

No one has mentioned the other choices. A factory and houses are not the only options. The land is currently zoned for homes, but current zoning rules allow conservation or recreation land in that zone. Without changing any laws, that land could still benefit the town.

For years, Tefford has been talking about building soccer and baseball fields. We have 110 kids who play these sports. Their parents have to drive them to other towns, and they have to pay an extra fee because Tefford does not have its own fields.

Playing fields would not take up the entire parcel, so the rest could be set aside for conservation. If we sited the fields correctly, we would not have to disturb the shrew or the vole. And, if we used the land in this way, the state would pay much of the cost.

Write your answers on separate paper.

1. What opinion do you predict this writer will state at the end of the letter?
2. What are two reasons or facts that the writer offers to support the opinion?

Use It

Read this excerpt from a press release. Think about the writer's opinion and the facts presented to back up that opinion.

". . . And, furthermore, as mayor of Tefford, I will do everything in my power to bring RenPro Press to our town. Unemployment here has risen to nearly 11 percent this year. Workers will be hired at the factory, and construction of the Press's building will require additional workers. And providing equipment maintenance and supplies will generate even more new jobs. Clearly, RenPro is just what we need to put our unemployed citizens back to work."

What is the mayor's opinion of RenPro Press building a factory in Tefford? What facts does he present to support his opinion? Why can that opinion be predicted from the facts? Write your answers on separate paper.

Find an editorial on a proposed change in your town. Identify the writer's opinion. Think about whether reasons and facts are given to support the opinion.

Lesson 20

Thinking about the Author

◇ *Evaluating an Author's Viewpoint, Purpose, and Bias*

This Is the Idea

As you read this letter, think about the writer's purposes for writing it.

As you read, think about the writer. Think about the opinions that the writer seems to hold. Think about why the writer wrote what you are reading. What purpose underlies it? Decide what the writer wants you to think or do. Think about whether the writer might gain something from persuading you to agree with or to do something.

Speak Out Against TV Violence

It is time for us to tell the officials at Wolf Broadcasting that enough is enough. When Wolf bought a broadcasting franchise in our city, it announced that it would provide "family fare" and "programs the whole family will enjoy." Instead, the early-evening lineup consists entirely of reruns of shows with extreme violence, including murder.

Some people argue that children are not harmed by the violence on TV. That's like arguing that children are not influenced by ads that they see on TV. Every parent knows that children are influenced by the ads they see. The advertisers know it, too. Broadcasters ought to face the fact that violence influences kids, too.

Join us in urging Wolf Broadcasting to cut violent shows from what it offers as "family fare."

Parents Against TV Violence

What opinions does the writer of this letter seem to hold? The writer seems to feel that Wolf promised to provide programs that families could watch together. The writer also seems to feel that such programs should not include violence. In addition, the writer believes that violence on TV has a bad effect on children.

What did the writer want to accomplish? The writer seems to have two goals. One is to persuade readers to agree with these opinions. The other is to persuade readers to urge Wolf Broadcasting to change its programs.

What does the writer want you to think or do? The writer wants you to agree that TV violence harms children and to work to change Wolf Broadcasting's programs.

Will the writer gain anything from persuading you? The writer hopes that many people will urge Wolf Broadcasting to cut violent shows. Eventually, the writer would like the city to have a TV lineup that has only nonviolent shows, which the writer considers suitable for children.

Take a Closer Look

As you read this company policy statement, think about the writer's purposes.

As you read, ask yourself

- What views and opinions does the writer seem to hold?
- What purpose did the writer have for writing this?
- What does the writer want me to think or do after I have read it?
- Will the writer gain anything from changing my mind or persuading me to do something?

Our Programming Policy

When we began broadcasting in this city, we promised that we would be responsive to the needs and interests of the community. We believe that we have delivered on that promise and continue to do so every day, with the best interests of the community at heart.

During the two years that we have been broadcasting here, our programming has changed to reflect the choices of our viewers. We believe that we are now showing the programs that most viewers want to see.

Programs that involve crime and police work are among the most popular ones that we broadcast. In fact, our four top shows are crime or police shows.

People have been claiming that television violence influences children's behavior ever since the earliest days of television. However, we have yet to see any scientific evidence that it has any effect at all.

Write your answers.

1. What are two views or opinions that the writer seems to hold?

   _____

   _____

2. What purpose do you think the writer had for writing this?

   _____

   _____

3. What does the writer want readers to think or do after reading this?

   _____

   _____

4. Will the writer gain anything from persuading people to agree with the sentence in blue ink?

   _____

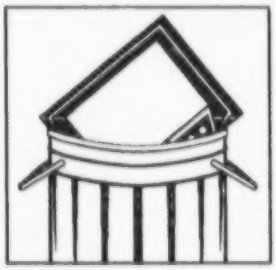
   _____

   _____

Try It

As you read this letter to the editor, think about the writer's purposes.

To the Editor,



Wolf Broadcasting is in business to make money. Advertisers want their ads shown during the shows that attract large audiences. So it's no surprise that Wolf broadcasts such shows. However, if violent shows are so popular, why is it necessary to broadcast them early in the evening? Surely the people who find them compelling would also tune in after young children are in bed.

Wolf has a responsibility to the community to at least try moving these shows to later hours. But parents must also recognize their responsibility. We cannot expect other people to shield our children from everything that is ugly or distasteful or violent. Protecting children is ultimately something that parents must do. Parents can insist that children not watch certain shows. They can put a lockable switch on the television power cord. They can even get rid of the television set entirely. Just think about advertisers' sweaty palms if they saw a movement like that.

A Responsible Parent

Write your answers on separate paper.

1. What are two views or opinions that the writer seems to hold?
2. What purpose do you think the writer had for writing this?
3. What does the writer want readers to think or do after reading this?

Use It

Read this letter to parents promoting a new TV show. Think about the writer's opinions and purpose for writing the letter.

Wiss Elementary School is introducing a new local TV program on channel 14 called *LMN TV*. Kids who watch a lot of TV can become aggressive and lazy. But *LMN TV* is good for your kids! *LMN TV* encourages children to read more. Studies show that kids who read for fun score higher on proficiency tests than those who don't. Help support *LMN TV* by sending a donation to the school.

What are the writer's opinions about TV and about reading? What does the writer want readers to think after reading this letter? What does she want them to do? Write your answers on separate paper.

Now find a letter or memo from a school, a politician, or your workplace. Read it to identify the writer's purpose and opinions. Decide if the writer wants readers to do something after reading the letter.

ReadingWise Strategies

◇ ***Summary Chart***

Strategy	How to use the strategy
Using context clues	When you find a word you don't know, look for definitions, synonyms, or other context clues that can help you figure out the meaning.
Predicting content; setting a purpose and method	Before you start to read, skim the text to get an idea of what it's about. Look for titles, headings, and key words. To understand something in depth, read slowly. To find certain facts or get a general idea, read quickly. To help yourself remember, take notes.
Questioning the text; monitoring comprehension	Asking questions about the text helps you understand what you read. As you read, ask yourself, "Who? What? When? Where? How? Why?" You can use a chart to check your understanding as you read.
Summarizing and paraphrasing	To summarize a passage, decide which parts are most important and put them into a few words. Don't include details that are not very important. To paraphrase a passage, think about what the passage means, look away from the text, and imagine telling someone what it says.
Using the topic and main idea	To figure out the topic, use titles, pictures, headlines and headings, and repeated words on one topic. To figure out the main idea, look for general statements about the topic, especially in the first or last sentence of a paragraph. If the writer doesn't make a general statement, decide what the writer's main point is and turn it into a general statement.
Understanding the significance of details	The most important details are useful. As you read, ask yourself, "Is this detail useful, or is it just interesting? What makes this detail useful? Will it help me understand the main idea, decide what makes sense, or fill in missing details?"
Understanding sequence	If steps or events are out of order, you can often figure out the correct order. Watch for dates, times, and key words that relate to time.
Understanding cause and effect	To understand cause and effect, look for clues such as words, patterns, and pictures. To find a cause, ask, "Why did this happen? What caused it?" To find an effect, ask, "What is the result of what happened?"
Understanding classification	As you read, notice groups. Ask yourself, "Why did the writer put things in groups? How are the groups related to the main idea? Can I make a general statement about the groups?"

Understanding comparison and contrast

To use comparisons and contrast, think about

- what you can say about the likenesses and differences in general
- why the likenesses and differences are important
- what the likenesses and differences suggest that isn't said

Applying predictions of outcome

As you read, predict what will happen next. Use your predictions to stop something from happening, to make sure that something does happen, to check your understanding, or to test an opinion or general statement.

Applying conclusions

When one statement makes sense, you may be able to conclude that another statement makes sense. Remember

- What is true for a group is true for each member of the group.
- Comparisons work both ways: If X is bigger than Y, then Y is smaller than X.
- If something happens, there must be a reason, so you can reason from cause forward to effect or from effect backward to cause.

Making inferences

As you read, make inferences about any gaps the writer left. Ask yourself, "Can I connect ideas to come up with new ones? Do my new ideas make sense?"

Applying inferences

To apply your inferences, ask yourself, "Can I use my inferences to extend what the writer says? To test what the writer says? To decide what I should do?"

Making generalizations

As you read, pause now and then. Try to make a general statement about the details.

Testing generalizations

Think about general statements the writer makes. Ask yourself, "Does the writer have enough information to make a general statement? Does the statement fit the facts and cover all the facts without going too far? Is the statement fair? Does the statement match what I know or what another writer says?"

Separating fact from opinion

To spot facts, look for statements that you could check somehow. To spot opinions

- Look for words such as *should* and *must*.
- Look for words that name or describe emotions.
- Look for suggestions that something is good or bad.
- Remember that some types of writing—including editorials and reviews—normally express opinions.

Evaluating statements of fact

If you're not sure whether a statement of fact is correct, you can check it in a dictionary, encyclopedia, atlas, world almanac, or other reliable source.

Evaluating opinions

When you judge an opinion, look for reasons and facts. Ask yourself, "Does the writer support the opinions with facts, research, and good reasons?"

Evaluating an author's viewpoint, purpose, and bias

As you read, ask yourself, "What views and opinions does the writer seem to hold? What purpose did the writer have for writing this? What does the writer want me to think or do after I have read this? Will the writer gain anything from changing my mind or persuading me to do something?"

Answer Key

Lesson 1

Take a Closer Look

1. conditions that are so bad that people can't put up with them
2. a movement of many people from one place to another
3. a time when food is scarce and hunger is widespread
4. a period without rain
5. leave for good
6. caused

Try It

1. a business that sells goods to consumers
2. the things a business sells
3. the total cost a business pays to get the things it sells
4. costs that go directly into making things to sell
5. costs that do not go toward making or buying goods

Use It

The missing words are *knife* and *scale*.

Lesson 2

Take a Closer Look

1. "The First Day"
2. "What Will I Wear?"
3. "Starting Off on the Right Foot"
4. to learn whether your child's school is safe
5. Answers will vary.
6. Answers will vary.

Try It

1. to find out if you will have to move your car
2. "School Closing Notification"
3. An elderly person might want to know what the warning is.

Use It

Answers will vary.

Lesson 3

Take a Closer Look

1. Answers will vary, but should be put under "What I Know."
2. Answers will vary, but should be put under "What I Want to Know."
3. Answers will vary, but should be put under "What I Learned."

Try It and **Use It**

Answers will vary.

Lesson 4

Take a Closer Look

1. b 2. b

Try It and **Use It**

Answers will vary.

Lesson 5

Take a Closer Look

1. b 2. a 3. b

Try It

1. Answers will vary. These are the main ideas for each paragraph, in order:
   The Food Stamp Program helps low-income families meet their food needs.
   Millions of people use this program yearly to buy bread, meat, fruit, and other food.
   You may qualify if you meet certain guidelines.
   If you qualify, your benefits will depend on your income and the size of your family.
   Call your local Food Stamp office to learn more.
2. by following the advice in the last paragraph

Use It

Answers will vary. The writer's point is that income and family size determine if you qualify for the credit and the amount of your credit.

Lesson 6

Take a Closer Look

1. The best thing you can do is take your foot off the brake and steer in a straight line.
2. Your tires have stopped rolling through the water on the roadway and started surfing on it.
3. Some new cars offer antilock braking systems. These systems apply the brakes in a series of short bursts so that the wheels don't lock up and begin to surf.

Try It

1. Popular types include juniper, vinca, and ivy.
2. These ground covers are not suited to areas where there is foot traffic, however. For instance, if you play sports in your yard, ground covers would not be a good choice.
3. Lawns need to be mowed and maintained.

Use It

Answers may vary. These details would be important:
Go to any doctor on the attached list.
Show your employee ID when you arrive.
Submit the form to Human Resources within a week.

Lesson 7

Take a Closer Look

1. because you have to start the software before you will see the Image Adjustment panel
2. It creates the preview that you use to set up the high-resolution scan precisely.
3. If you don't, you will not have set up the high-resolution scan the way you want it.
4. Your scan isn't saved until you click OK.

Try It

1. The Thames Tunnel opened.
2. Planning for the first tube began in 1843.
3. Parliament debated the plan for 10 years.
4. Work got underway in 1860.
5. Workers dug up the streets.
6. London's first tube opened in 1863.
7. More than nine million passengers rode it in its first year.
8. You descend to London's subway system for your first ride.

Use It

Pick up blank time sheets at the front desk.
Print name, Social Security number, and department number at the top.
Fill in the hours worked.
Total all columns.
Sign time sheet.
Turn in time sheet to payroll office no later than 5 P.M. on Tuesday.

Lesson 8

Take a Closer Look

1. It will help keep the weight in your safety zone.
2. Lifting in that position puts the greatest strain on your back.
3. If you place one hand on your lower back while you stand in that position without lifting anything, then you'll feel the strain on the muscles.
4. you hold a carton out from your body
5. The leg muscles may be stronger or less likely to be injured.

Try It

1. A leak in a water main washed earth away from a large area beneath the foundation.
2. because it happened gradually
3. so that the leak will not continue to do damage as the building is repaired
4. Answers will vary.

Use It

Answers will vary.

Lesson 9

Take a Closer Look

1. Platinum, Gold, or Silver
2. Silver
3. Bronze

4. They offer use of the running track and exercise classes Monday through Friday from 6 AM to 3 PM and a free fitness evaluation.

Try It

1. Answers will vary.
2. Part of it is a plateau, mostly flat land raised above the area around it.
3. Yes. Reasons will vary.
4. Answers will vary.

Use It

Answers may vary.

Lesson 10

Take a Closer Look

1. one caused by a cold
2. one caused by a cold
3. one caused by strep
4. one caused by strep

Try It

1. They cost less, save oil, and reduce waste.
2. They are more likely to fail if they are not maintained properly.

Use It

Answers may vary. Here are some examples:

Chemical	Non-chemical
expensive	inexpensive
dangerous	safe

Lesson 11

Take a Closer Look

1. not rise as it should
2. use water that is the right temperature
3. knead it thoroughly
4. you should knead it some more
5. light inside, not dense or heavy
6. kneading and rising both need enough time to work properly

Try It

1. get poorer gas mileage
2. get poorer gas mileage
3. get better gas mileage
4. Answers will vary.

Use It

Answers will vary. Here are some examples:

If you left out the sugar, the lemonade would be too sour to drink.

You could probably sweeten the lemonade with honey instead of sugar.

If you used grape juice, the drink would taste different and might be too sweet.

If you forgot to stir, the sugar wouldn't dissolve and wouldn't sweeten the lemonade properly.

Lesson 12

Take a Closer Look

1. The city must make big cuts in the budgets of "optional" departments.
2. Its income is less than its expenses.
3. It probably can't be cut.
4. They probably can't be cut much.
5. It could raise taxes or borrow money.

Try It

1. to learn where the stairs and emergency exits are
2. by taking them there
3. It's risky to leave expensive jewelry in a hotel room unless you can put it in a safe for valuables.
4. It would be hard because the signature must match.
5. They look for tourists to rob.

Use It

Answers may vary. Here are some examples:

Adults with incomes below the poverty line and adults living in rural or urban areas probably have higher death rates. Adults in these groups can reduce their risk by exercising more.

Lesson 13

Take a Closer Look

1. Peru
2. Inca
3. the same, equal

4. They must have been highly skilled to fit the stones together so well.
5. It's hard.
6. Answers will vary.

Try It

1. It mocks or ridicules something or someone.
2. Metal wasn't available.
3. They were too short for a plane as large as the Spruce Goose.
4. The writer thinks they aren't practical and therefore won't be built.

Use It

Answers will vary.

Lesson 14

Take a Closer Look

1. to find more money to use for paying off debts
2. to avoid using them, which would add more debt
3. to find out which debts are costing the most in interest
4. because it will find money that can go toward paying off debt
5. because it's the one that's costing the most
6. to reduce the debt faster and get out of debt sooner

Try It

1. Answers may vary, but you may infer that the writer is worried about safety and overcrowding.
2. to propose a way to separate the two kinds of runners
3. Answers may vary, but you may infer that there have been spills and injuries or that the writer is worried that there could be.
4. Answers will vary.

Use It

Answers will vary.

Lesson 15

Take a Closer Look

1. Most money is spent on food and housing.
2. Most of this family's money is spent on necessities.
3. Answers will vary.

Try It

Answers will vary. Here are some examples:

1. In general, school supplies and equipment are designed for right-handed people.
2. Many sports are no harder for lefties to play, and at least one is easier.

Use It

Answers may vary. Here are some examples:

Main idea: Newly constructed homes represent a steadily decreasing percentage of housing stock in the U.S.

General statement: More homes in the U.S. are being remodeled, and the number of new homes is not increasing.

Prediction: These trends will probably continue.

Lesson 16

Take a Closer Look

1. It goes too far.
2. Many people are glad to help a tourist.
3. It goes too far.
4. Many people here are on the go.
5. "the bustle of the crowds on the sidewalks, maintaining a brisk pace as they hurry to work in the early morning rush hour."
6. Some of the people have learned the secret of relaxing.

Try It

Answers will vary. Here are some examples:

1. It goes too far; not *everyone* says that.
2. I have heard people say that respect for the law is on the decline.
3. It is based on too small a sample.
4. At an intersection one day, I saw many drivers who didn't obey traffic laws.

Use It

Answers may vary. Here are some examples:

No, the statistics do not support the general statement. The statistics don't say what scores the students have. The older group may have higher

scores even if their scores are increasing more slowly. A better general statement would be, "In the last three years, reading and math scores have risen more quickly for students in grades 2 through 6 than for students in grades 7 through 11."

Lesson 17

Take a Closer Look

1. Answers will vary.
2. It has soft lighting and quiet music.
   It is on a dark stretch of 92nd Street with no awning or overhanging sign, just the name etched into the glass door.
   The Oasis chicken is grilled chicken breast with fontina cheese, mushrooms, and onions.

Try It and **Use It**

Answers will vary.

Lesson 18

Take a Closer Look

1. an atlas or encyclopedia
2. an encyclopedia
3. An almanac will give the most current facts. A dictionary, encyclopedia, or atlas may also list the population of a major city.

Try It

1. in a dictionary
2. in an encyclopedia
3. in an atlas or encyclopedia
4. in an encyclopedia

Use It

Answers will vary.

Lesson 19

Take a Closer Look

1. The zoning change would be bad for Tefford.
2. Answers will vary.

Try It

1. The land should not be used for a factory or for homes; it should be used for sports fields and conservation land.
2. Answers will vary.

Use It

Answers may vary. Here are some examples:

The mayor supports the factory. He uses facts about unemployment and new jobs the factory would create.

Lesson 20

Take a Closer Look

1. Answers will vary. The writer seems to believe that the company should broadcast whatever programs are most popular and that there is no evidence that TV violence harms children.
2. Answers will vary. The writer seems to want readers to agree with the station's policy.
3. Answers will vary. The writer seems to want readers to accept the current lineup on Wolf Broadcasting.
4. Answers will vary.

Try It

1. Answers will vary. The writer seems to think that Wolf Broadcasting should move violent shows to later times and that parents are responsible for controlling what children watch on TV.
2. Answers will vary.
3. Answers will vary.

Use It

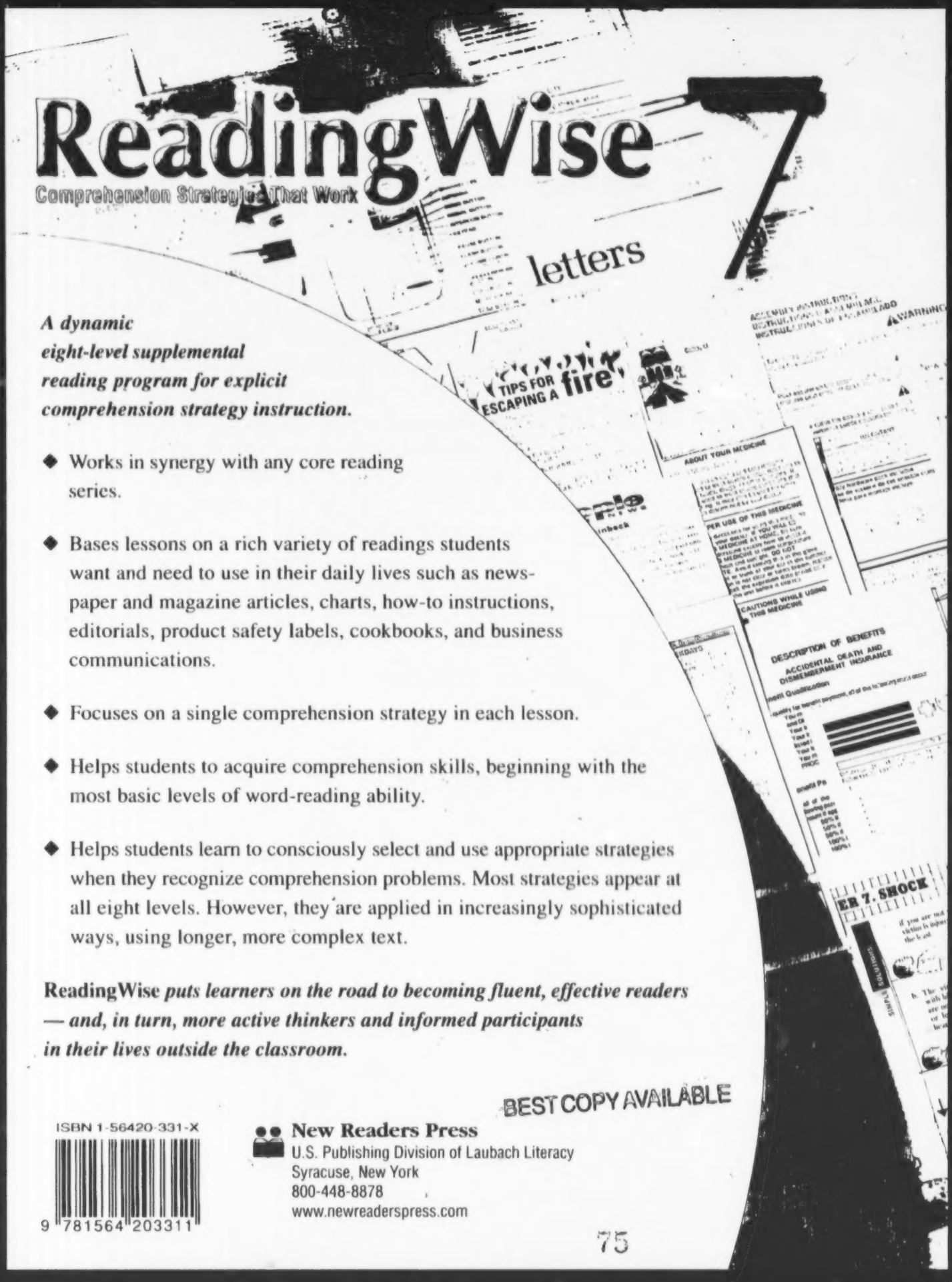
Answers may vary. Here are some examples:

The writer thinks TV can help kids by encouraging them to read. She wants readers to agree with her and to support the program *LMN TV*.

ReadingWise

Comprehension Strategies That Work

7



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